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ABSTRACT

A social skills training program for improving student behavior in art and music classes and in unstructured situations was developed and implemented during the second quarter of the 1993-1994 school year in two schools in Elgin, Illinois. The targeted classes included grades six through eight at St. Laurence School (part of the Rockford Catholic Diocese school system) and fifth grade at McKinley School (Elgin School District U-46). Pre-assessment data were gathered through: a questionnaire to parents and teachers that focussed on student behavior; lunch room supervisors' checklists; number of detentions issued; and the Index of Personality (IPC) administered to students. The 9-week intervention program consisted of seven major topics: understanding myself; values; communicating with others; goal setting; risk-taking choices; and handling difficult situations. Post-assessment activities consisted of a review of detentions issued in September through January of the 1993-1994 school year and readministration of the IPC. The intervention program was successful in decreasing the number of detentions and inappropriate behaviors, as well as increasing teacher awareness and dialogue. Data showed significant modification of the behaviors of students in grades five, six, seven, and eight, though modification of the program for grades five and six is suggested since the behaviors of those students did not change to the same extent as the seventh and eighth grade students. Appended are copies of questionnaires and program materials. Contains 23 references. (TM)

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IMPROVING SOCIAL BEHAVIOR OF FIFTH THROUGH EIGHTH GRADE STUDENTS THROUGH CURRICULUM INTERVENTION AND TEACHING PRACTICES

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AN ACTION RESEARCH PROJECT SUBMITTED TO THE GRADUATE FACULTY
OF THE SCHOOL OF EDUCATION IN PARTIAL FULFILLMENT OF THE
REQUIREMENTS FOR THE DEGREE OF MASTERS OF TEACHING AND LEADERSHIP

SAINT XAVIER UNIVERSITY-IRI
FIELD BASED MASTERS PROGRAM
Chicago, Illinois
May, 1994

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Abstract

AUTHORS: Phyllis Jensen, Sue Turas, & Debi Welu SITE: Elgin
DATE: September 1993

TITLE: Improving social behavior of 5th through 8th grade students through curriculum intervention and teaching practices.

ABSTRACT: This report describes a Social Skills Training Program for improving student behavior in art and music classes and in unstructured situations in an elementary school located in a middle class urban community in Elgin, Illinois. The problem was originally noted by the teaching staff who found an increased number of students receiving a detention from lunch room supervisors and by art and music classroom teachers; an increase in the number of interventions requested by other teachers and students; and an increase in the number of inappropriate behaviors exhibited by students.

Analysis of the probable cause data revealed students lacked knowledge in the area of social skills and problem solving techniques. In addition, students received inconsistent disciplinary measures and the students reported a general lack of concern regarding the disciplinary methods.

Solutions strategies suggested by knowledgeable others, combined with an analysis of the problem setting resulted in an intervention program to increase students responsibility in making appropriate choices concerning behavior in art and music class and in unstructured situations. The intervention program was coordinated with St. Laurence school's religious curriculum and McKinley school's social development curriculum. This intervention program contained role-playing and task activities which were structured into daily lessons. All strategies were incorporated to complement the school philosophy. (School philosophy at St. Laurence school states, "That teaching the truths of our Catholic Faith, as well as instilling Christian values are primary in the education of our children" (St. Laurence School Handbook, 1993).)

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CHAPTER 1

PROBLEM STATEMENT AND COMMUNITY BACKGROUND

General Statement of Problem

School climate is effected by elementary students' inabilities to use value and morality skills positively, resulting in inappropriate behavior choices. This is evidenced by the number of behavior problems reported by lunch room supervisors, playground monitors, patrols, and other teachers.

Immediate Problem Context

St. Laurence Elementary School

St. Laurence Elementary School is located in Elgin, Illinois, and is part of the Rockford Catholic Diocese school system. The population at the school and parish consists of 256 students, 15 teachers, one principal, one parish priest, five school and parish secretaries, and one associate pastor. The staff is responsible for the education of students pre-kindergarten age through the eighth grade.

The target population for this study consists of students currently enrolled in grades fifth through eighth. The number in this population is 97 students: 24 students in fifth grade, 19 students in sixth grade, 28 students in seventh grade, and 26 students in eighth grade. This population is ethnically and racially mixed, with ten percent of Hispanic descent and eight percent of varying Asian cultures. Eighteen percent of the students come from single parent or divorced households. Eight percent of this population receive resource tutoring during the school day for various subjects. Religious status for the population is three percent non-catholic. The socio-economic status for families in the target population ranges from high middle-income levels to low middle-income levels. Three percent of the families enrolled receive tuition help according to the Director of Administrative Services at St. Laurence.

The education of these students is primarily the responsibility of the classroom teachers. The fifth through eighth grades are departmentalized in the subjects of social studies, mathematics, science, and language arts. The four classroom homeroom teachers, in addition to a subject specialty, also have responsibility for a reading literature course and a religious course. The students also partake in two physical education classes per week one art or music class per week per semester, and one library research class per week. The librarian works part-time with the students on library skills as well as being the part-time resource teacher. The resource program is to provide extra guidance and direction for students experiencing difficulty in certain subject areas. Lunch room supervisors and patrols are responsible for maintaining controlled or orderly behavior in the lunch room as well as playground areas. Any concerns are related directly to the principal and/or teachers for response or disciplinary actions.

Education, in the areas of values and morality, presented in the religion curriculum, uses the text series published by Benziger Publishing Company (1991) for grades five and six and Loyola University Press (1990) for grades seven and eight. In addition to these text, a family life program and an AIDS program are included in the curriculum. The religion curriculum is presented five days a week for a fifty minute period. All three of the programs that comprise the religious education curriculum integrate values and morality skills based on Catholic teachings and doctrines.

The physical facilities of St. Laurence School consist of ten classrooms, a library, a small gym, an art room, on office/teacher lounge and an auditorium that doubles as a lunch room. The two recess areas are the school and church asphalt parking lots-one adjacent to the school and church building and the other across the street form the church. During outside recess or physical education classes, the street between the church and the opposite lot, is blocked off by barricades to stop traffic flow. The

classroom facilities are adequate and allow students to function in daily activities. Supplementary resources and materials are somewhat limited due to budgets. Teachers have purchased some additional materials at their own expense.

McKinley School

There are 430 students at McKinley School. The student population is racially mixed, with 49.3 percent of the population White, 9.1 percent Black, 40.5 percent Hispanic, and 1.2 percent Asian; of the total school population, 29.3 percent have a limited English proficiency and are eligible for bilingual education. Family socio-economic status covers a wide range, with the low end of the scale representing 32.1 percent of the population receiving public aid. McKinleys attendance rate is 95.8 percent, which is higher than the state attendance rate of 93.6 percent. On the other hand, the mobility rate is 26.7 percent compared to the state rate of 20.4 percent (McKinley School Report Card, 1992).

The average class size at McKinley equates to 23.1 students. There are 20 self-contained classrooms which include 12 regular educational classrooms in grades K-6, four bi-lingual classrooms (grades one through four), and three special educational classrooms (primary learning disorders, intermediate learning disorders, intermediate behavior disorders).

The school has one principal and is staffed by 19 certified classroom teachers who are responsible for the delivery of the curricula. There is a support staff consisting of a librarian, a learning disorders resource teacher, a Chapter I reading teacher (primary), two social workers, one school psychologist and a school nurse. McKinley has two art teachers, two physical education teachers and two music teachers who come in twice a week to instruct students. With three teachers currently working on their Masters degrees and eight already holding a Masters degree, McKinleys staff continues to

encourage each other to continue their education.

There are 25 students in the fifth grade target class at McKinley School. The population of the class is ethnically and racially mixed, with 48 percent of the population White, 40 percent Hispanic and 12 percent Black. Eight percent of the students are classified as learning disabled and receive services from the learning disorders resource teacher one hour each week. 12 percent of the students receive one hour counseling session each week with the school social worker. 16 percent of the students are in a monolingual classroom for the first time. The socio-economic status covers a wide range, with 22 percent of the students on the free or reduced lunch program, and with the majority of the families in the lower to middle income levels.

The primary educator responsible for the instruction of the class is the classroom teacher. The entire class spends 45 minutes a week in art instruction, physical education and music instruction. The class also participates once a week for one hour in a self-esteem program given by the school social worker. The Elgin Police Department also becomes part of class instruction for one hour a week for a 17 week time period through the Drug Awareness Resistance Education program (D.A.R.E.). Band, orchestra and chorus are also available to those students who are interested.

The Surrounding Community

St. Laurence School

St. Laurence School is located on the southeast side of Elgin. Elgin is a suburb of Chicago with a population of 77,010. Elgin's population has increased 20.7 percent during the years 1980 and 1990. The projected increase for the years 1990 to 2010 is 29.5 percent. The increase in Hispanic (19 percent) and Asian (four percent) population has brought ethnic and social diversity to the community; along with this diversity is an increasing variety of moral values that often time conflict with each other. According to

the 1990 census, the average family receives approximately $48,762 per year. The per capita income is $13,929. The average weekly salary ranges from $259 per week to $1,198 per week. The same census reports that unemployment is 5.9 percent.

The community as a whole values education and is willing to get involved in the school. The Parish Education Commission is selected from parish members and includes the principal and the pastor. Meetings are monthly and financial matters, education programs, faculty concerns and staffing are discussed. The Parent-Teacher Club (PTC) functions as a social organization which promotes the school's quality education through social events, school activities and fund raisers. All parents and faculty are members of this group. Room parents are a volunteer group who assist the homeroom teacher in planning of class parties and special events.

St. Laurence's population includes neighborhood children and children from outlying areas including South Elgin and Bartlett. Forty-seven percent of the students in the target population take either a city or school bus. Thirty percent of the students are driven to school and two percent take the train.

McKinely School

McKinley School is located in the central region of the Elgin School District U-46. Elgin is a Northwest suburb of Chicago with a population of 77,010. The population of Elgin showed an increase of 20 percent during 1980-1990. The projected increase for the years 1990-2010 is 29.5 percent. An increase of 19 percent in the Hispanic population and, a 4 percent in the Asian population has brought ethnic and social diversity to the community. Along with this diversity is an increasing variety of moral values that often times conflict. According to the 1990 census, the average married couple family earns approximately $48,762 per year, the per capita income is $13,929. The average weekly salary ranges from $259 to $1198. The unemployment rate in Elgin

is 5.9 percent. (1990 census)

The community as a whole values education and is willing to get involved in the school system. The PTO board, which consists of teachers, parents and principal, is a social organization which promotes the schools quality education through social events, school activities, and fund raisers. Room parents are a volunteer group who assist the classroom teacher in planning of the class parties and special events. McKinley School also has a Parent Council consisting of three parents, two teachers and the principal. The Parent Council serves as a liaison between the school and the parents. Here parents and teachers can bring their concerns, questions and suggestions in order to improve school climate.

The majority of the students at McKinley live within walking distance of the school, with only 15-20 percent of the students being bused in from other neighborhoods, due to the boundary lines set by the district. Gangs populate the neighborhood of McKinley School, students have reported seeing gang activity while going to and from school. According to Officer Tom O'Hara, the Elgin Police Department has made several calls to McKinley's neighborhood which have been gang related. To date there has been no evidence of McKinley students' involvement.

State and National Context of Problems

Our schools are now acknowledging that fostering socialization must be among its primary goals. Bronfenbrenner (1979), warns that the long term impact of ignoring this goal is to undermine the constructive role of schooling and to create children who grow up without the full range of abilities needed to manage an increasing complex adult life. Recent reviews suggest that effective schools should not be organized merely around academic content but rather that special attention be paid to the social development of the student. The new emphasis on critical thinking coincides with the importance of

cognitive instruction the impersonal domain. (Elias & Clabby, 1990).

Kramer (1979) author of the program "Dynamics of Relationships", discovered in his research that the way to help youth with problems, social or behavioral is in the crucial areas of self-esteem communication, conflict resolution, and sex roles and expectations. "We must take a new approach so that our children can reach adulthood with hope and optimism and look forward to a life of success and happiness" (Kramer, 1988, p.57). Social responsibility is more that learned skills or acquired habits, rather it is the development of personal commitments to social values such as justice, tolerance, and concern for others. Students must be able to see these values in the daily lives. This includes their school lives. "This is why schools must strive to become caring communities in which children become contributing valued members; creating such communities has not, unfortunately, been a priority in American education" (Schaps & Solomon, 1990, p. 41).

As the American family and community life undergoes fundamental changes, today's children often lack close relationships with caring adults. Schools cannot ignore this problem nor can they avoid the problems it causes. Schools must compensate by becoming more like supportive families. When schools become more like communities they are more effective in promoting all aspects of children's development - intellectual, social, and moral (Schaps & Solomon, 1990).

Meeting children's needs for belonging and contributing is the missing variable in the school. Today's schools are not communities but in fact merely institutions that can become communities only when schools teach such principles as working for the common good, empathy, equity, and self respect. "When schools have visions of students as citizens, they give students a sense of community that helps them make connections with the world" (Wood, 1990, p.57).

CHAPTER 2

PROBLEM DEFINITION AND EVIDENCE

Problem Background

As pointed out in Chapter 1, special attention needs to be given to the social development of a child. The need for the development of a positive self-image and values system is a vital point of one's existence and survival. This has been evidenced by educational researchers who suggest that schools can no longer ignore the importance of developing positive social and moral values.

Nationally, as well as locally, the concern for values and morality has grown due to drug problems, due to disintegration of the family, due to suicide, and due to random violence among today's youth. A Drug Awareness Resistance Education program (D.A.R.E.) was instituted in schools by community police departments to assist the schools in aiding students in decision making skills. The program was initiated in elementary schools and has since extended it's program to include junior high and senior high schools. A number of other programs have been developed to address the other needs such as, divorce, peer relationships, and peer pressure. As communicated by Sue Welu, these programs include Rainbows, Life Choices, and Quest.

At McKinley and St. Laurence Schools, values and morals education are taught throughout the regular curriculum. However, students display behavior outside the classroom that is not in conjunction with behavior being taught inside the classroom. Inappropriate behaviors, such as, fighting, spitting, foul language, and being uncooperative are observed in art and music classes, at lunch, and at lunch recess. An intervention needs to be instituted in which values and morals carry over into life outside the classroom.

Problem Evidence

Objective and subjective means and materials are used to document the inappropriate behaviors exhibited by students. Some of the means used include student, parent and teacher questionnaires, checklists, and detentions.

Table 1

Teacher Questionnaire Concerning Student Behaviors

BEHAVIOR	YES	NO	SOMETIMES
Playground problems reported	16	3	3
Lunch problems reported	0	24	1
Fighting a problem	20	0	5
Aggressive play a problem	22	0	5
Punishment:			
detention	24	0	1
time out	20	0	5
sent home at lunch	5	0	20
Responsible for discipline:			
Principal	21	0	4
Supervisor	23	0	2
Who sees it	25	0	0
Changes Needed:			
Encourage positive behavior	25	0	0
Send student home	5	2	18
Variety in consequences	13	8	4
Develop decision & social skills	25	0	0

A questionnaire answered by 25 teachers indicates that aggressive behavior is a major concern outside the classroom. Teachers feel that a change in the current discipline program is needed. One hundred percent of these teachers feel that these changes should include encouraging positive behavior and developing student social and decision making skills. (Appendix A).

Table 2

Parent Questionnaire Concerning Student Behavior

	YES	NO	SOMETIMES
Child enjoys school	67	0	0
Child talks about school (social & academics)	55	6	6
Child complains about others	7	38	22
Child complains about classes	4	38	25
Child enjoys lunchtime	66	1	0
Child eats own lunch	44	0	23
Changes in lunch needed	0	27	40
Has concerns about lunch	2	38	27

A parent questionnaire was given to 98 fifth through eighth grade parents, 67 parents responded. This questionnaire reveals little about student misbehavior at school. One hundred percent of the parents who returned their questionnaire indicated that their child does enjoy school. Eighty two percent felt that their child shared their social life, as well as their academic life at home (Appendix B).

Table 3

Discipline Notices Given for Inappropriate Behavior
for Fifth through Eighth Graders
1992-1993

BEHAVIOR	NUMBER OF DETENTIONS
Fighting	64
Spitting	51
Disrespect	47
Not Following Directions	32
Pushing, Shoving	15
Foul Language	62

A review of detentions indicates an unacceptable number issued for inappropriate behavior during the last school year. Table 3 reveals 62 students using foul language, 64 fighting, 51 spitting, and generally uncooperative behaviors (Appendix C).

Table 4

Lunch Supervisors Observations of Inappropriate Behaviors
September 1993

BEHAVIOR	NUMBERS OBSERVED
Throwing Food	20
Taking other's property	3
Shouting and yelling	5
Foul Language	15
Pushing and Shoving	17
Talking back to adults	7
Not following directions	23
Fighting	1
Spitting	0

A checklist (Appendix D) logged daily by lunchroom supervisors, for the first two quarters on a daily basis, substantiates the presence of these behaviors. The behaviors repeated most often are "not following directions" and "throwing food". Supervisors reported that once students noticed the checklist, behaviors improved. Supervisors believed this to be a direct result of closer proximity to students and being able to pinpoint behaviors. Supervisors also had a consistent form of reporting behaviors that were to be encouraged or discouraged.

The Index of Personality Characteristics (IPC) (Brown & Coleman, 1988) supports these questionnaires and observations. The IPC is used to identify student's behavior among the fifth grade through eighth grade populations at McKinley and St. Laurence Schools.

Probable Causes of Problems in the Classroom

Data used to indicate probable cause factors is gathered from student questionnaires and the IPC. The IPC purpose is to determine if reported behaviors are pervasive or situational, problems of self-esteem or interpersonal relationships, acceptance of responsibilty or deflection of responsibility to others. A summary of the probable cause data from the problem site indicates: students scores are well within the given norm for their age group, however, these scores may indicate that students

responded in a socially desirable or guarded way, or that students perceptions were skewed.

Figures 1,2,3, and 4 present data of fifth, sixth, seventh, and eighth graders whose raw scores placed them in the percentile ranks listed for the Perception of Self (PS) and the Perception of Others (PO) scales. The Perception of Self scale was used to determine the way students perceive themselves and the Perception of Others scale was used to determine the way students interact with others. Both of these scales form the Social Perception Dimension of the IPC.

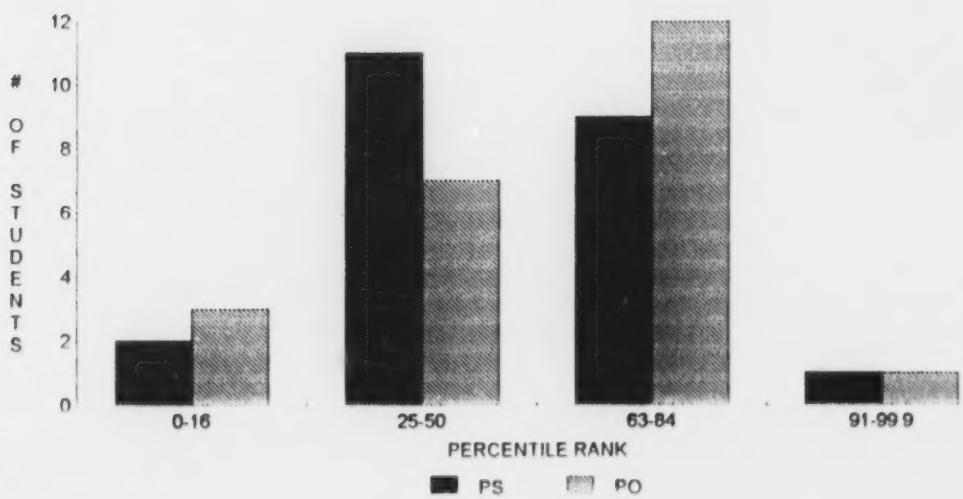

Figure 1

Percent Ranks for the Perception of Self and Others Scale
Fifth Grade

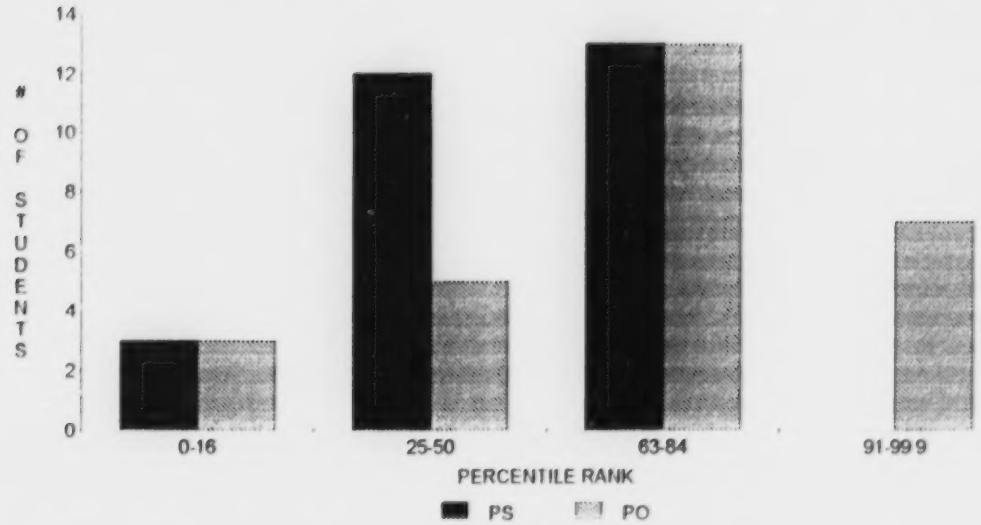

Figure 2

Percent Ranks for the Perception of Self and Others Scale
Sixth Grade

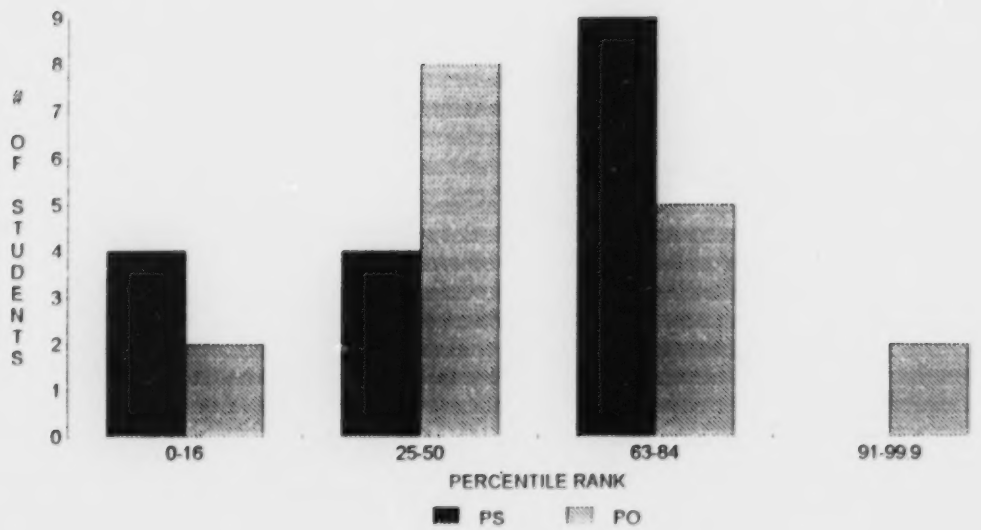

Figure 3

Percent Ranks for the Perception of Self and Others Scale
Seventh Grade

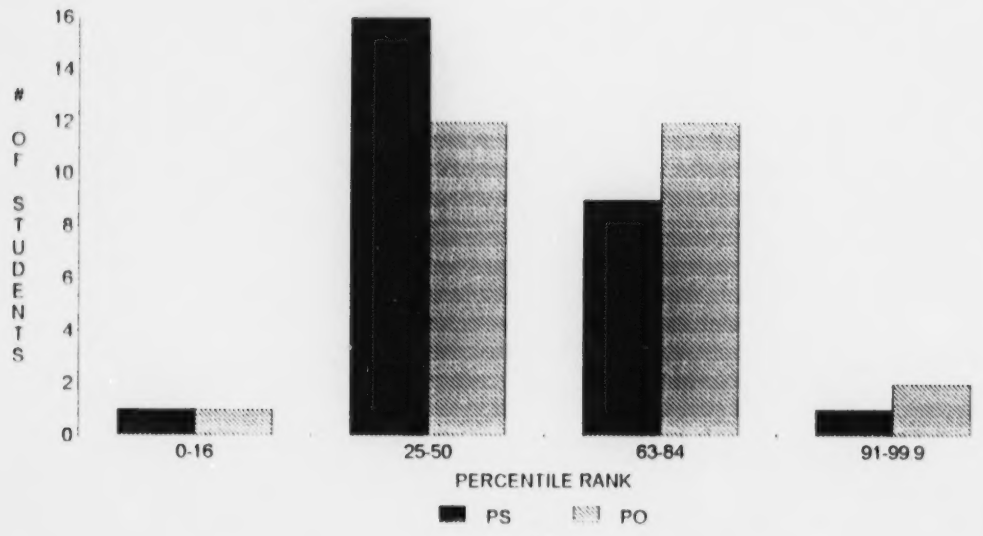

Figure 4

Percent Ranks for the Perception of Self and Others Scale
Eighth Grade

The data presented in Figures 1,2,3 and 4 indicates that the seventh grade population has an average PS (53 percent) as well as an above average PO (82 percent). The fifth grade (43 percent) and the sixth grade (46 percent) placed slightly below the 50th percentile rank indicating a below average perception of themselves. The eighth grade placed far below with 37 percent. Students who placed below the 50th percentile rank may possess a a number of characteristics - low self-esteem, immaturity, and/or poor social skills. Fifth (57 percent), sixth (71 percent), and eighth (52 percent) grade students have a better view of themselves interacting with others and are capable of positive social interaction. Only 41 percent of the seventh grade students viewed themselves as having strong interaction with others.

A summary of data for Figures 1,2,3, and 4 indicated the fifth, sixth, and eighth grade populations are in the greatest need of an intervention program to improve self-esteem and self-image.

Figures 5,6,7, and 8 summarize data of the target groups for the Acting In (AI) and Acting Out (AO) scales for the IPC. The AI and AO scales form the Behavioral Dimension of the IPC. The AI scale contained items that describe behaviors or feelings that are held inside oneself, such as, anxiety, withdrawal, or introvertive behaviors. The AO scale contained items that described behaviors that are outwardly displayed to others, such as, the environment, self-abusive, or self-destructive, aggressive, hostile, rule-breaking, manipulative, or oppositional behaviors.

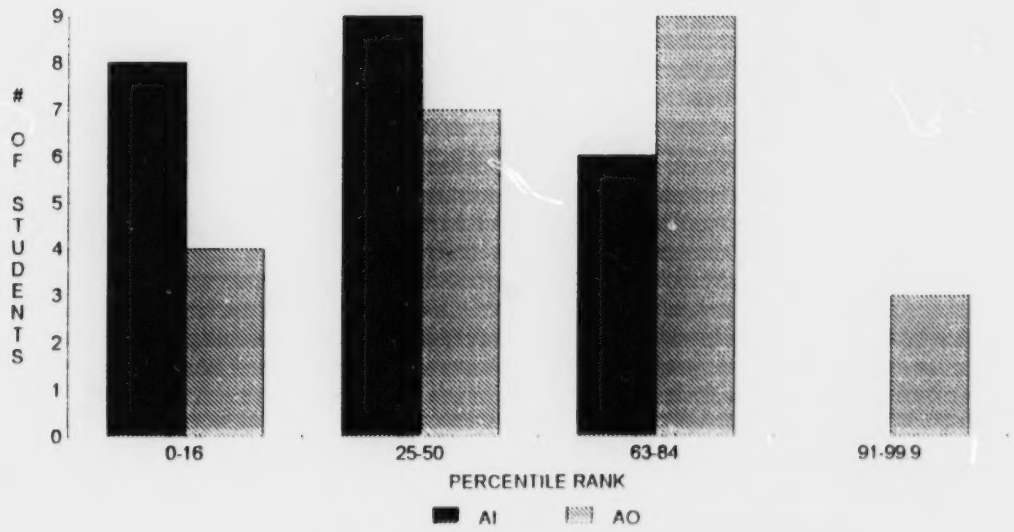

Figure 5

Percent Ranks for the Acting In and Acting Out Scale
Fifth Grade

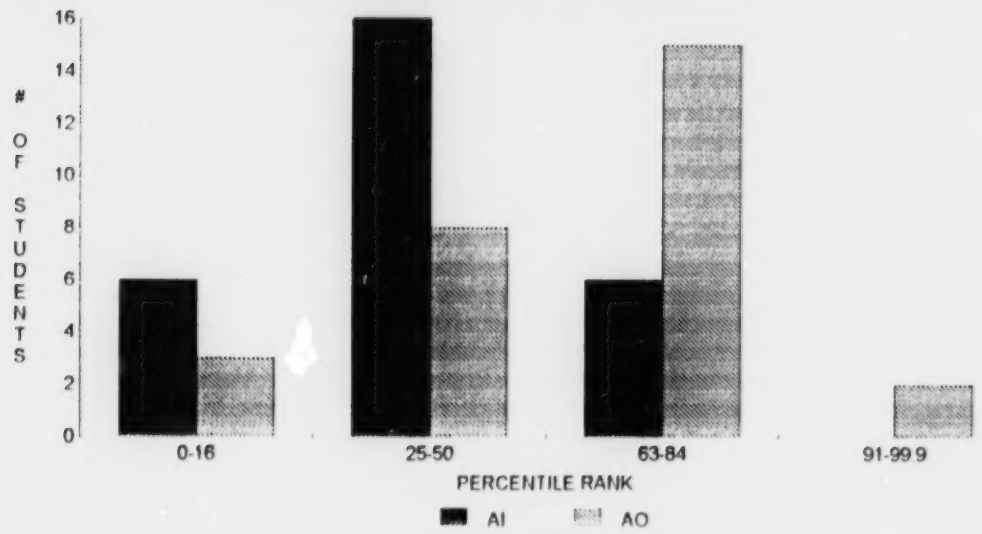

Figure 6

Percent Ranks for the Acting In and Acting Out Scale
Sixth Grade

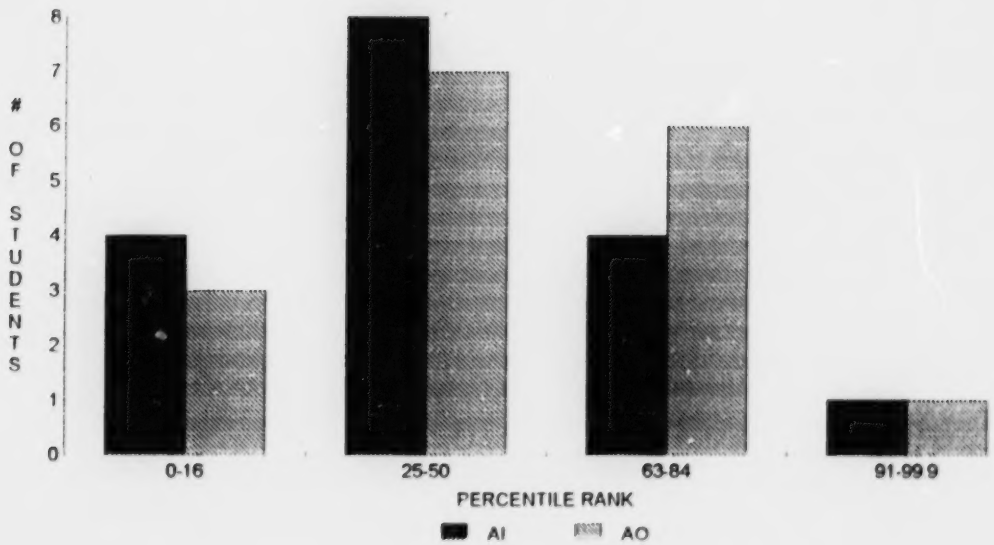

Figure 7

Percent Ranks for the Acting In and Acting Out Scale
Seventh Grade

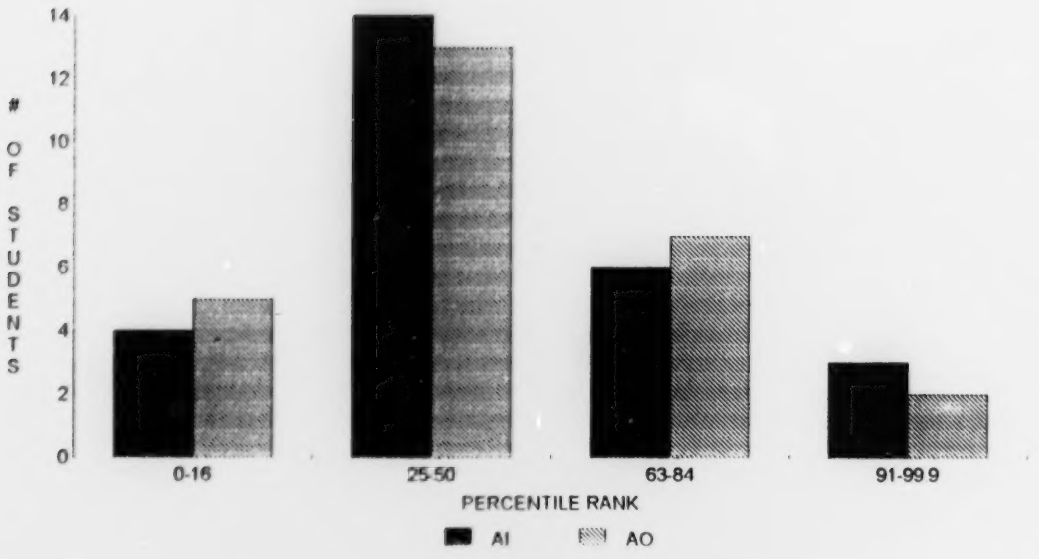

Figure 8

Percent Ranks for the Acting In and Acting Out Scale
Eighth Grade

The summary of data for figures 5, 6, 7,and 8 indicate that more than one half of each class: 74 percent of fifth graders, 79 percent of sixth graders, 71 percent of seventh graders, and 67 percent of eighth graders ranked below the 50th percentile for the AI scale. These findings support the research that students have to be taught positive decision-making techniques in order to handle and control emotions and behaviors.

Figures 5 and 6 indicate that students were 52 percent and 61 percent respectively, above the 50th percentile. Students in these categories are less likely to act out against oneself, others, or the environment. Figures 7 & 8, on the other hand, shows 10 students, or 59 percent, and 18 students, or 67 percent, may have a tendency to act out aggressively against oneself, others, or the environment. These findings substantiate the need for social skills training, as well as decision-making training for seventh and eighth grade students.

The Internal Locus of Control (ILC) and External Locus of Control (ELC) results are summarized in Figures 9,10,11, and 12. Together, these 2 scales comprise the Locus of Control Dimension for the IPC. The ILC scale purpose is to focus on behavior exhibiting acceptance of responsibility for actions and the consequences. The ELC purpose, on the other hand, is to focus on behavior exhibiting nonacceptance, lack of control, and/or consequences circumstantial to luck, other events, or other people.

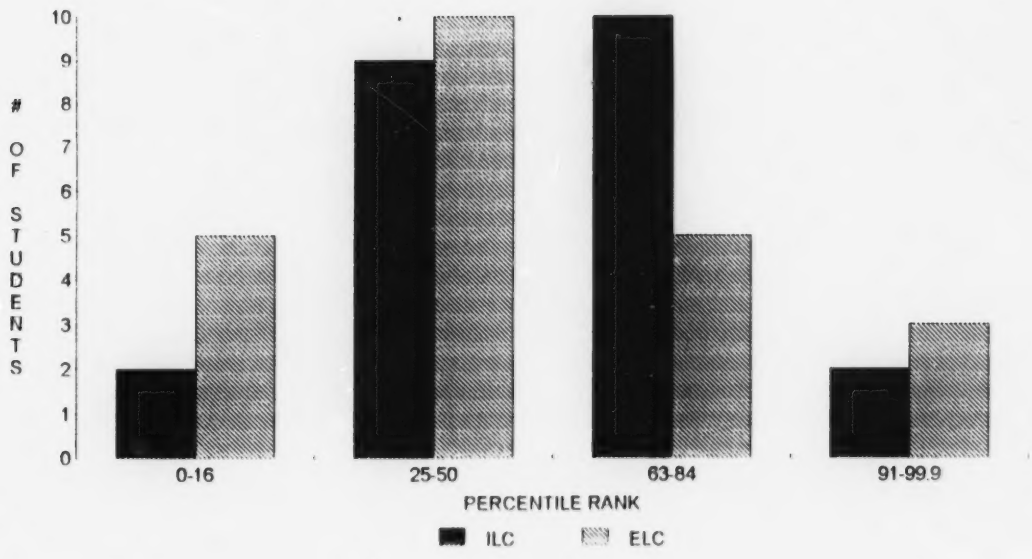

Figure 9

Percent Ranks for the Internal and External Locus of Control
Fifth Grade

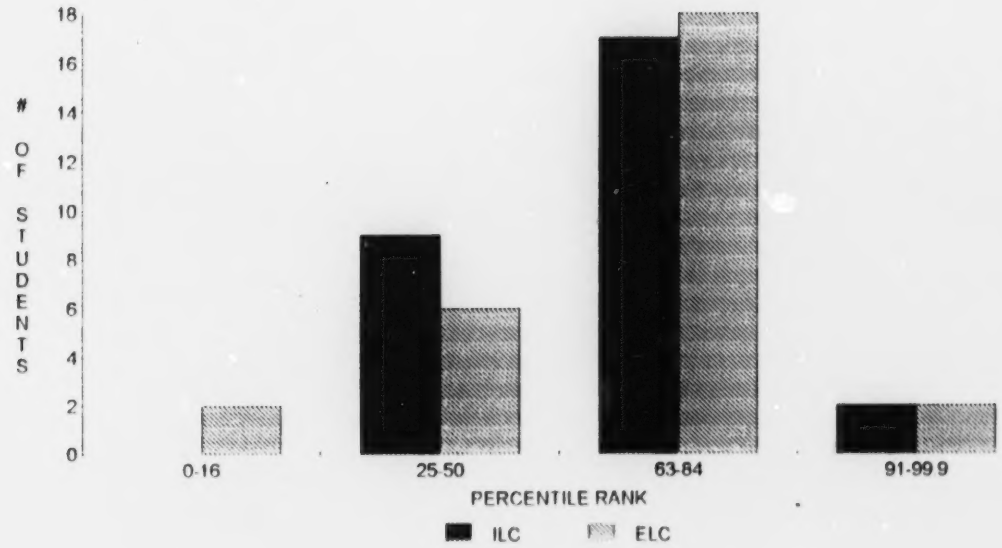

Figure 10

Percent Ranks for the Internal and External Locus of Control
Sixth Grade

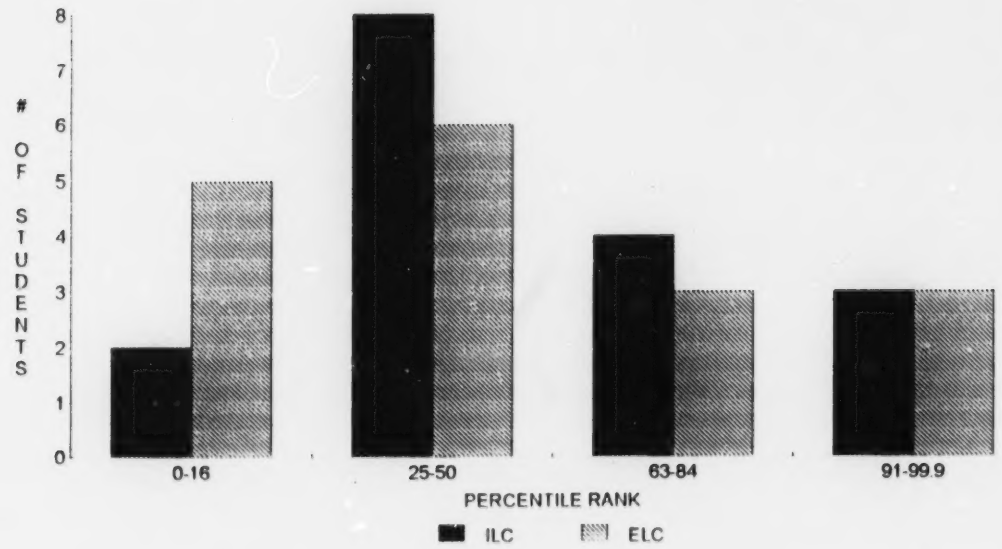

Figure 11

Percent Ranks for the Internal and External Locus of Control
Seventh Grade

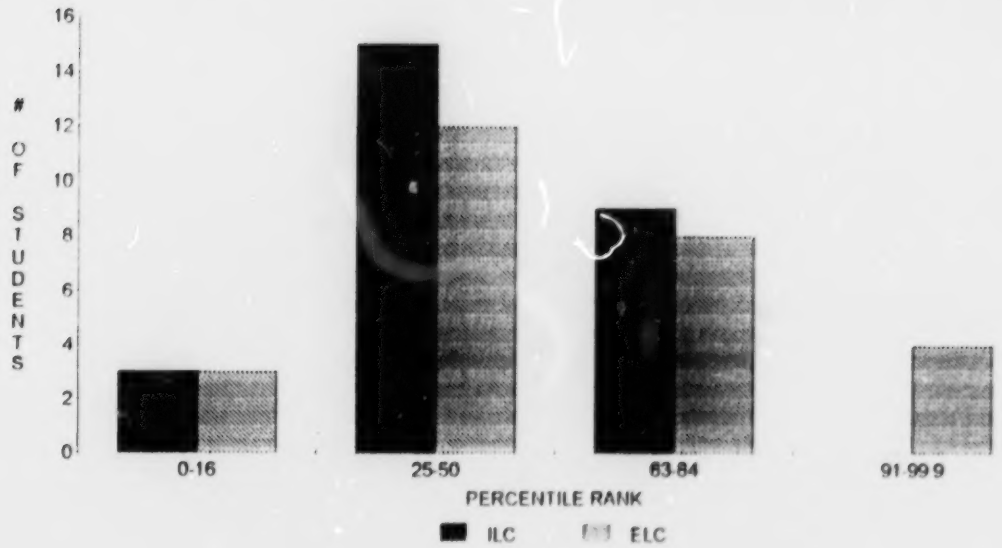

Figure 12

Percent Ranks for the Internal and External Locus of Control
Eighth Grade

Figures 9 and 10 indicate that fifth and sixth graders (12 out of 23, or 52 percent and 19 out of 28, or 68 percent) were above the 50th percentile for the ILC subscale. These students are more apt to accept responsibility for their own actions. Figures 11 and 12, on the other hand, indicate that the seventh and eighth graders (10 out of 17, or 59 percent and 18 out of 27, or 67 percent) may experience more difficulty accepting responsibility and consequences for their actions.

The summary for the data on the ELC scale indicates that the sixth graders (20 out of 28, or 71 percent) ranked at or above the 50th percentile showing a greater tendency to self-responsibility. (See figures 10 and 12). The fifth graders (15 out of 23, or 65 percent), the seventh graders (11 out of 17, or 65 percent), and the eighth graders (15 out of 27, or 56 percent) may accredit themselves with less responsibility and control of their behavior. (See figures 9, 11 and 12).

The summary of data for Figures 1 through 12 (inclusive) reiterate the need and importance of social skills and decision-making skills being taught to students. Special attention must be administered to students at the junior high level when self-image and esteem are most vulnerable. As indicated in the aforementioned figures, the number of students (percentages) dramatically veered to the lower percentile ranks for the seventh and eighth grade students.

Probable Causes of Problem in Literature

The literature presents probable cause data as a lack of a structured decision-making, guidance, advisory, or a core program in schools and a lack of disciplinary techniques that encourage personal responsibilty. Bergmann and Rudman (1985) suggests unless a school has a structured program, adolescents will often share with each other their misinformation abouth life problems, such as, drugs, alcohol, running away, sex, vandalism, truancy, divorce, child abuse, suicide, peer relations, and general family problems. Levin, Nolan, and Hoffmann (1985) propose an anecdotal strategy requiring adolescents to review and reflect on their behavior and to identify appropriate behavioral alternatives.

A summary of probable causes for the problem gathered from the site and from literature suggest the following elements.

1. Students need a modeling program to develop social skills.
2. Students who lack self-esteem display aggressive behavior.
3. Student behavior is related to their self perceptions.
4. Students need to be taught self-evaluation and problem solving skills.
5. Students reported a knowlegde of social and problem solving skills, but did not transfer that into behavior.
6. Students need consistent disciplinary methods.

CHAPTER 3

THE SOLUTION STRATEGY

Review of the Literature

As stated in Chapter 1, the concern for the moral development of today's youth has been on the rise in the face of youth disorder, suicide, homicide, out of wedlock birth, and an increased use of drugs. All civilizations have been concerned with transmitting to their young moral codes and values. Even as far back as the Greeks the teaching of certain civic values was thought to develop responsible citizens. Most cultures transfer their morals and values through formal and informal non-school agencies, such as; religious institutions, nuclear and extended families. However, in modern America the school has partially replaced such agencies (Wynne, 1987).

Traditionally, schools have been concerned with instructing certain behaviors in students. Schools assumed that the moral conduct of the young needed persistent and pervasive reinforcement (Wynne 1987; 1988). To enhance this end schools used ribbons, awards, stories, and praise as a form of recognition. Schools, also, thought that any wrong acts were to be aggressively punished, not only to suppress bad examples but also to correct those who committed the wrongful acts. Traditionally, schools believed they were not alone in the moral education of youth. Since the moral problems of youth were complex, many agencies, such as religious organizations and clubs, were thought to contribute to the moral development of youth. Moral development was thought to be taught through group teams or clubs. The emphasis was on the group rather than on the individual. Schools tried to keep with this tradition in the moral education of the young.

Public schools began to try a more efficient method of moral education between 1880 to 1930. During this period a form of moral education developed known as "character education". This approach strove to develop programs in elementary and

secondary schools which emphasized promptness, truthfulness, courtesy, and obedience. It included structured programs, discipline codes, and frequent assemblies. Wilson (1973) perceived a strong relationship between the "character education" movement and the relatively high levels of youth order in America during the 19th century.

In the mid 1920s research led by Hartshorne and May (1987, 1988) concluded that the formation of good conduct and the "character education" approach had very little connection. This specifically meant that good character could not be cultivated by a single approach. The research findings of Hartschorne and May suggested that to be effective moral education had to be consistent, orderly, and continually present. The more frequent and diverse the instruction, the more likely the values and morals of youth would be formed.

In the 1930s, 40s, and 50s there was little scientific research concerning moral formation. Schools continued to be engaged in moral instruction but in a haphazard way. Dewey introduced a theory of moral development that emphasized reflective thinking rather than moral lessons. Dewey (1939) suggested that the way to solve moral dilemmas was to apply reason or intelligent thought. Then, in the 1960s, a number of different approaches began to emerge. Raths and Simon (1966) introduced value clarification and Kohlberg (1976) and his colleagues proposed a cognitive developmental approach to moral education based on the work of Dewey and Piaget. These researchers sought to give their approaches a scientific base. They recognized the difficulty of shaping and changing conduct, and felt that shaping patterns of reasoning was more feasible. Moral reasoning took the place of lectures and class discussions.

Both values clarification and Kohlberg's moral education have been employed in 100s, perhaps 1000s of school programs. By 1987, ten states had adopted value clarification as a model for their moral education programs. Why, then, is today's youth in

such trouble? Young people today are confused between moral and non-moral decisions. They need to be shown that there is an important distinction. Value clarification blurs that distinction. In a value clarification class, the teacher merely facilitates. There are no values being taught. Students do not learn that the acts are wrong, he merely learns how to respond to them. Value clarification had lost its popularity in the educational process of American youth for many reasons, among them are; changing times, faddism, stagnate and erratic implementation (Kirchenbaum, 1992). Kohlberg's theory, which was immensely popular, was found difficult to apply. Kohlberg's aim was to make students feel a certain way, rather than practice moral conduct.

Kirschenbaum (1992) suggests that in the l990s a Comprehensive Value Education approach to moral development is needed. It is comprehensive in four areas; in content, in methodology, in the school, and in the community. The approach is comprehensive in content because it includes all value-related issues, from personal value issues to global issues.

It is comprehensive in its methodology. It includes modeling values as well as decision making skills. "Young people deserve to be exposed to the inculcation of values by adults who care: family members, teachers and the community. They deserve to see models of adults with integrity and joy for living. They deserve to have opportunities to think for themselves and to learn the skills for guiding their own lives" (Kirchenbaum, 1992, p. 775).

The approach is comprehensive in that it takes place throughout the school. Values and morals are discussed and emphasized throughout the curriculum in the classroom, and in all extra curricular activities. "Recent reviews suggest that effective schools are not organized around purely academic content, rather explicit attention is paid to the social development of students" (Elias & Clabby, 1990, p.52). The

Comprehensive Value education approach, also, takes place throughout the community. If all community members are consistent in their expectations and modeling their norms and their rules, the comprehensive approach has a greater chance of success in developing morals and values of the youth.

The entire review of literature suggest that the effect of schools on moral behavior of children cannot be underestimated. "Schools cannot ignore moral education for it is one of their most important responsibilities" (ASCD Panel, 1988, p.7). They must take a more active role in the character development of students. Moral development must mean more than punishment for wrong doings. Gartrell (1978) suggest that punishment does not guide children toward behavior the adult considers right, and does not ensure that children understand what they are to do and how it is to be done. "Practices that influence children's behavior by simply rewarding good and punishing bad merely enlist the child in low levels of moral development (Kamii, 1989, p.194).

Schools need to redesign classrooms to teach social skills and nurture moral development and guide children toward positive behaviors and moral understanding. School environment should foster social and moral development by becoming "caring communities " in which morals and values are imbedded and children are encouraged to become contributing valued members. "When students feel they are valued members of the school family, the school becomes more effective at fostering all aspects of their development, intelligence, social, and moral" (Schaps & Solomon, 1990, p. 38).

Since we live in such a fragmented society, the family and the schools need to establish a consistent program to provide a non-threatening environment in which our youth receives guidance in decision making skills. It needs to include the study and application of ethics and conduct codes acceptable to our society. It must , also, develop those skills that are necessary to determine right from wrong, understand consequences

and make appropriate choices. It must provide an opportunity to examine and revise the underlying principles which govern one's own conduct, choices, and attitudes (Saterlie, 1988)

"Moral education is not only inevitable in schools; it is essential." (ASCD Panel, 1988, p. 7) If we are to survive as a nation, our schools must foster moral growth so that we can learn to live together. Schools must contribute to the development of morally mature individuals who, in turn, will help ensure the existence of a just and caring society.

Project Outcomes

The first terminal objective of this problem intervention was related to the data presented in Chapter 2, a student, parent, and teacher questionnaires, checklists, and detentions. This data indicated the awareness of a number of inappropriate behaviors exhibited outside of the regular classroom. Probable cause data, presented in the later part of Chapter 2, and solution strategies presented in the first part of this chapter suggest the need for a social skills program. In which modeling, decision making, and problem solving are taught in a consistent and structured manner.

Therefore:

> As a result of a Social Skills Training Program to be implemented during the second quarter of the 1993-1994 school year, sixth through eighth graders of St. Laurence School and fifth graders at McKinley School will increasingly exhibit appropriate behavior as measured by a decrease in the number of detentions issued, a decrease in the amount of aggressive behavior observed by teachers and students, and a decrease in the number of teacher interventions that would be necessary.

Probable causes gathered from the literature suggested that students needed a modeling program to develop social skills and that they needed to be taught self-evaluation and problem-solving skills. In addition, the data suggested that students had knowledge of problem solving and social skills but did not have the knowledge to transfer them into every day life. Further review of the literature suggested that schools needed to

develop programs which taught these skills. Therefore, the second terminal objective stated that:

> As a result of regular teacher meetings, the curriculum change will increase teacher awareness of disciplinary techniques as measured by increased dialogue among teachers.

In order to accomplish the terminal objectives, the following intermediate objectives defined the major strategic procedures proposed for problem resolution.

1) A series of lesson plans will be implemented into the religion curriculum for half hour segments per day as evidenced by the teacher plan book.

2) A role playing format (as part of the Social Skills Training Program) will be used for student participation to examine strategies for appropriate behavior.

3) Journal entries will be written weekly by teachers and students to examine and clarify behaviors.

4) Class discussions will increase student and teacher awareness of inappropriate behaviors and how to address them.

5) Teachers with students in the target group will meet for half hour meetings after school one day per week to examine and discuss disciplinary issues.

Proposal Solution Components

The major elements of the intervention to reduce inappropriate behaviors fell into three categories; direct instruction and modeling from teachers, self-evaluation in the form of journals, discussions and role playing of problems, and teacher evaluation meetings, thereby facilitating the intervention. These elements related to the terminal objectives in that they attempted to change behaviors outside of the structured classroom and teach problem solving and social skills to be used throughout the student's life.

CHAPTER 4

ACTION PLAN FOR IMPLEMENTING THE SOLUTION STRATEGY

Description of Problem Resolution Activities

The design of this action plan was to address two major solution components: an intervention program directed at social and decision-making skills, and staff development. The intervention phase of the implementation plan began the first week in October of 1993 and continued for nine weeks. The purposes of this plan were: an increased awareness of decision-making techniques resulting in deliberate use in unstructured and special class settings, an increased sense of responsibility for student's actions, and an increased use of positive social skills in determining one's actions.

The staff development phase of this plan began in September of 1993 with weekly teacher meetings and continued throughout the year. Lunch room supervisors met weekly to confer with staff about behaviors and behavior checklist. The purposes of this phase of the plan were: to identify and model decision-making techniques in a variety of settings, to establish goals for staff and students, and to teach specific social skills through direct instructions, modeling, and cooperative learning.

The implementation plan was presented in time line form.

September

Week Two (September 6-10) - Pre-measurement of students' using the Index of Personality Characteristics. The key to this program was data collected from sub scales Perception of Self, Perception of Others, Acting In, Acting Out, External Locus of Control, and Internal Locus of Control.

Week Three (September 13-17) - Questionnaires and surveys were given to parents, staff, and students.

Week Four (September 20-24) - Teachers met to be informed and instructed on

intervention program. This program also included role-playing activities. Teachers, supervisors, and students were instructed on tallying procedures for behavior checklist.

Week Five (September 27-Oct. 1) - Introduction of journal writing activities for teachers and students regarding behaviors.

October-December

A nine week intervention program began through teacher instruction and teacher/student as well as a student/student interaction. The social skills training program was implemented for one half hour per day during religion classes at St. Laurence School and for one half hour per day during homeroom at McKinley School. The first five minutes of class was spent on teacher and student journal writing. On Fridays of each week the class discussed concerns and issues stated from the journal entries and observations.

Teacher meetings occurred weekly on Wednesday to share information regarding the program and to adjust activities to meet individual class demands or needs. The lunch room supervisors meetings occurred weekly on Fridays to discuss the previous week's behavior check lists and to specify new desired behaviors.

January-February

Examination of data, checklists, anecdotal records, number of detentions, and the number of teacher requested interventions. Pre-measurement and post-measurement scores were compared and contrasted.

Scope and Sequence

WEEK	THEME	ACTIVITIES	TASK
One	Understanding Myself	1. Journal Activity - 5 minutes writing on observations and feelings. (Appendix E) 2. Log - students log decisions made during the week to discuss on Friday. 3. Rank decisions in order of importance.	Write paragraph about "A Critical Decision" - fact or fiction.
Two	Values	1. Journal Activity - 5 minutes writing on observations and feelings. 2. Values Questionnaire - students list things they value. 3. Discussion to redefine values. 4. Class will develop value word vocabulary list. 5. Students complete "I" statements (Appendix G)	Share values list with parents and have them put in rank. (Appendix F)
Three	Communicating with Others	1. Journal Activity - 5 minutes writing on peer pressure. 2. Pole-playing - situations relating to peer pressure. 3. Magazine & newspaper activity - identify values of teens portrayed by the media. 4. Group Activity - list crucial decisions peers must make. 5. Video - Drugs and Alcohol (Survival Guide for Teenagers)	Collage of teen values.
Four	Goal Setting	1. Journal Activity - 5 minutes writing on present goals. 2. Role-playing - setting goals and information gathering. 3. Video - Goal Setting (Survival Guide for Teenagers) 4. Dilemmas - give students situations and in small groups gather information and make decisions. (Appendix H)	Compare and contrast present and future goals. (Appendix I)

WEEK	THEME	ACTIVITIES	TASK
Five	Groups	1. Journal Activity - 5 minutes writing on examples of group cooperativeness. 2. Show Video "The Wave" 3. Class discussion on "following the crowd" and "fitting in" 4. Role-playing - being a part of the group.	Small groups are given situations in which to list group skills needed to effect outcome.
Six	Risk taking/choices	1. Journal Activity - 5 minutes writing on "witnessed" risks. 2. Brainstorm "risks" in and out of school. 3. Group work - compile a list of "risks" taken by famous people and decisions they made.	Students write about their vision for the future and possible risks involved. (Appendices J & K)
Seven	Handling Difficult Situations	1. Journal Activity - 5 minutes writing on accepting change. 2. Role-playing situations with taking responsibilities and coping with shame and failure. 3. Video - Our World - The Big Picture (Survival Guide for Teenagers) 4. Write reactions to the video.	Design your own game on teen responsibility.
Eight	Assessment	1. Journal Activity - 10 minutes writing on pros and cons of program. 2. Self-prediction activity.	Final Assessment
Nine	Assessment	1. Feedback on assessment. 2. Class discussion on transfer of behavior to other areas.	Groups devise and develop own program for younger students. (Appendices L, M, and N)

Methods of Assessment

The effects of the intervention were assessed using a variety of data collection methods. Change in student behavior was measured through the use of the IPC. This measurement was administered in September of 1993 and in January of 1994. These

results were then compared.

The students abilities to use appropriate social and decision-making skills were assessed through observations, checklists, journal entries, and discussions with other students and staff.

CHAPTER 5

EVALUATION OF RESULTS AND PROCESS

Implementation History

Terminal Objectives

The terminal objectives of the intervention addressed the high number of inappropriate behaviors exhibited outside of the regular classroom setting ie. art and music classes, lunch room, and playground. Test scores, number of detentions, and observations indicated that the problem solving techniques and social skills of the fifth through eighth grade students were not being transferred to the unstructured school settings and many students were in need of an intervention program. Therefore, the terminal objectives stated:

As a result of a Social Skills Training Program implemented during the second quarter of the 1993-1994 school year, sixth through eighth graders at St. Laurence School and fifth graders at McKinley School will increasingly exhibit appropriate behavior as measured by a decrease in the number of detentions issued, a decrease in the amount of aggressive behavior observed by teachers and students, and a decrease in the number of teacher interventions that would be necessary.

As a result of regular teacher meetings, the curriculum change will increase teacher awareness of disciplinary techniques as measured by increased dialogue among teachers.

Pre Assessment Activities

The development of an intervention program to address the lack of social and decision making skills of students at St. Laurence and McKinley Elementary Schools began with a review of the pre assessment data. These assessments were reviewed during the first month (September) of the 1993-1994 school year.

The first pre assessment data was a questionnaire administered to parents of the fifth grade students at McKinley and the sixth through eighth grade students at St. Laurence. (Appendix B) This questionnaire focused on students' behaviors.

The second form of data reviewed was a teacher questionnaire completed by twenty-five teachers from McKinely and St. Laurence Schools. (Appendix A) The main focus of this questionnaire was also on students' behavior.

Lunch room supervisors' checklists were the third type of data collected. (Appendix D) Supervisors checked the behaviors observed during the students' lunch periods and recesses.

The number of detentions issued during the 1992-1993 school was the fourth method of assessing students' behaviors. (Appendix C) These detentions were limited to specific behaviors excluding the ones given for missing assignments.

The Index of Personality Characteristics (IPC) was the last instrument used to gather the pre assessment material. The students were given this index as a pre measurement guide to set a standard for comparison.

The staff members responsible for instructing the target groups met to discuss and define the goals for the intervention program. These members and the lunch room supervisors also met weekly to share information concerning the program and to adjust activities to better meet the individual needs of the students.

Interventions

The nine week intervention program consisted of seven major topics: understanding myself, values, communicating with others, goal setting, groups, risk taking choices, and handling difficult situations that were introduced to students one per week concluding with a two week assessment. Instructional organization included role plays, journals, videos, art projects, and a variety of cooperative group activities.

Role Playing

Role playing situations appropriate to the topic being discussed were given to small groups. Before presenting their role plays to the class, group members discussed what feelings were involved with their situations. Possible alternatives, advice, and recommendations were offered by the students pertaining to the particular role plays. After presenting the role plays groups shared their insights with the whole class.

Journals

Students kept behavioral journals writing on their observations and feelings of the weekly topics. These journals also included alternatives to the behaviors observed if the students believed or considered the behavior to be inappropriate or aggressive.

Videos

The videos chosen for the intervention program reflected the major topics and themes. Students viewed the videos and either discussed or wrote reactions to the ideas presented.

Art Projects

The art projects were designed to illicit a creative response from the students on a given topic. Such projects consisted of collages, development of responsibility games, and development of a young student program, ie. coloring books, activity books, and videos.

Cooperative Group Activities

These activities were used in conjunction with all the previously mentioned instructional materials and techniques. These group activities were also used to reinforce positive decision making and social skills.

Post Assessment Activities

The post assessment activities consisted of a review of detentions issued in the 1993-1994 school year during the months of September through January and readministration of the Index of Personality Characteristics. These post assessment

activities were used to determine the difference in the number of inappropriate and aggressive behaviors in the fifth through eighth grade students.

Presentation and Analysis of Project Results

The effects of the planned intervention were assessed with a review of the number of detentions issued in the 1993-1994 school year during the months of September through January. Table 5 summarizes data for discipline notices for inappropriate behavior between the 1992-1993 school year and the 1993-1994 school year. In order to obtain these results, the average number of detentions were calculated per month per school year. The differences between the averages per month per school year was found and then divided for the percentages of change.

Table 5

The Average of Discipline Notices Given to 5th-8th Graders
with Percentage Change Difference
1992-1993 and 1993-1994

BEHAVIOR	92-93 AVG	93-94 AVG	% DIFFERENCE
Fighting	8.0	2.0	75%
Spitting	6.4	0	100%
Disrespect	5.9	3.6	39%
Not Following Directions	4.0	2.0	50%
Pushing, Shoving	1.9	1.8	5%
Foul Language	7.8	.8	90%

As indicated in Table 5, change did occur in all the behaviors studied. Four of the six areas observed showed significant change with a 50 percent or better decrease: fighting 75 percent, spitting 100 percent, not following directions 50 percent, and foul language 90 percent. The remaining two observed behaviors: disrespect, and pushing and shoving had slight changes with a 39 percent decrease and a 5 percent decrease respectively.

These data indicate the intervention program was successful in decreasing the number of detentions for inappropriate behaviors and decreasing the amount of

aggressive behaviors. These decreases also signify the success of meeting the goals of the first terminal objective.

The goals of the second terminal objective were also met successfully. The weekly teacher meetings helped teachers and other school personnel establish a positive rapport with each other and with students enabling the groups to achieve common goals. The school staff also developed consistency when handling various student situations. This consistency in the program gave students the comfort of knowing outcomes beforehand, allowing them to make more correct responses.

In order to further assess the effects of the planned intervention, students were given a pre-measurement scale of personality characteristics (IPC) as described in Chapter 2. During the second quarter of the school year, the proposed interventions were implemented. The results of the pre and post measurement are presented and summarized in the following figures numbered 13 through 36.

Figures 13, 14, 15 and 16 present data of fifth, sixth, seventh and eighth graders pre and post measurement percentile ranks for the Perception of Self subscale. Figures 14, 15, and 16 indicate that 61 percent of sixth grade students, 71 percent of seventh grade students, and 56 percent of eighth grade students placed above the 50th percentile. This may indicate a more positive self-image and confidence being developed in these students. Figure 13 indicates that the fifth grade students remained relatively unchanged at 42 percent.

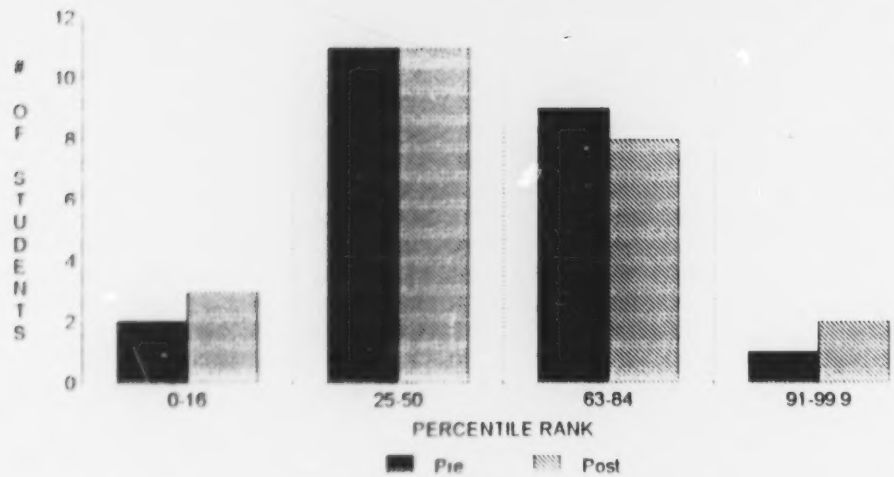

Figure 13

Percent Ranks for the Perception of Self Scale
Pre and Post Measurement
Fifth Grade

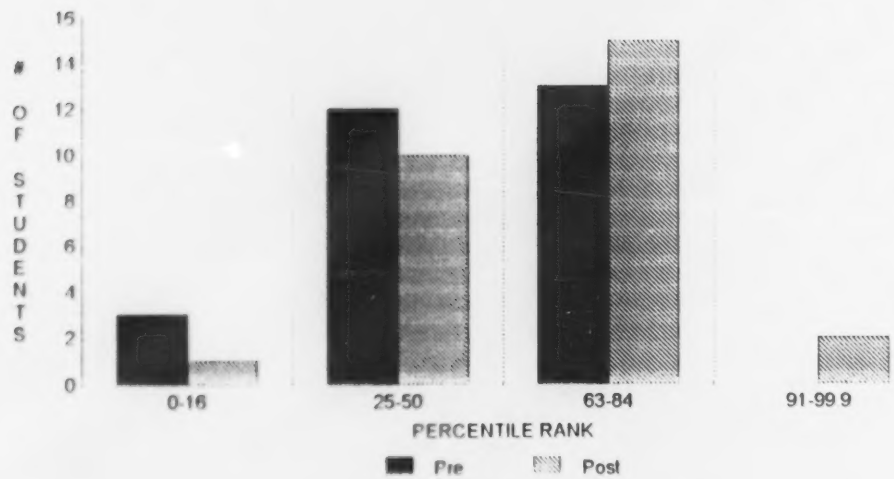

Figure 14

Percent Ranks for the Perception of Self Scale
Pre and Post Measurement
Sixth Grade

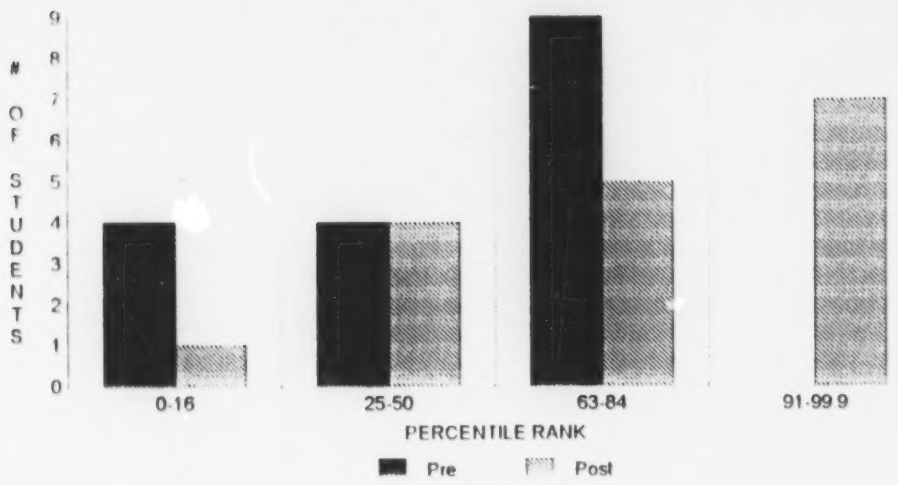

Figure 15

Percent Ranks for the Perception of Self Scale
Pre and Post Measurement
Seventh Grade

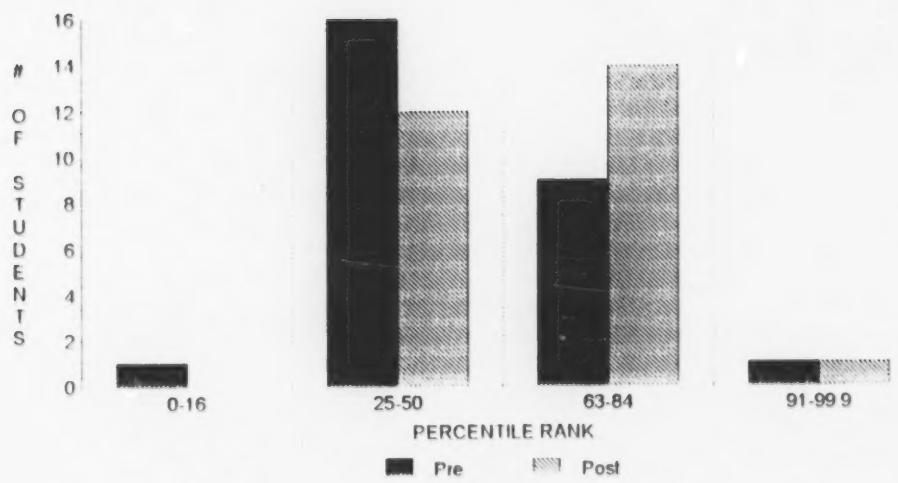

Figure 16

Percent Ranks for the Perception of Self Scale
Pre and Post Measurement
Eighth Grade

The pre and post measurement percentile ranks for the Perception of Others subscale (see Figures 17-20) indicates the least amount of change at the fifth grade level, from 57 percent in the pre measurement to 58 percent in the post measurement (Figure 17). Figure 18 indicates the sixth grade students dropped from 71 percent above the 50th percentile rank to only 57 percent for the post measurement. The greatest increases and changes occured in the seventh and eighth grade students with 71 percent and 67 percent respectively above the 50th percentile. These results may signify the beginning of these students developing stronger interpersonal skills.

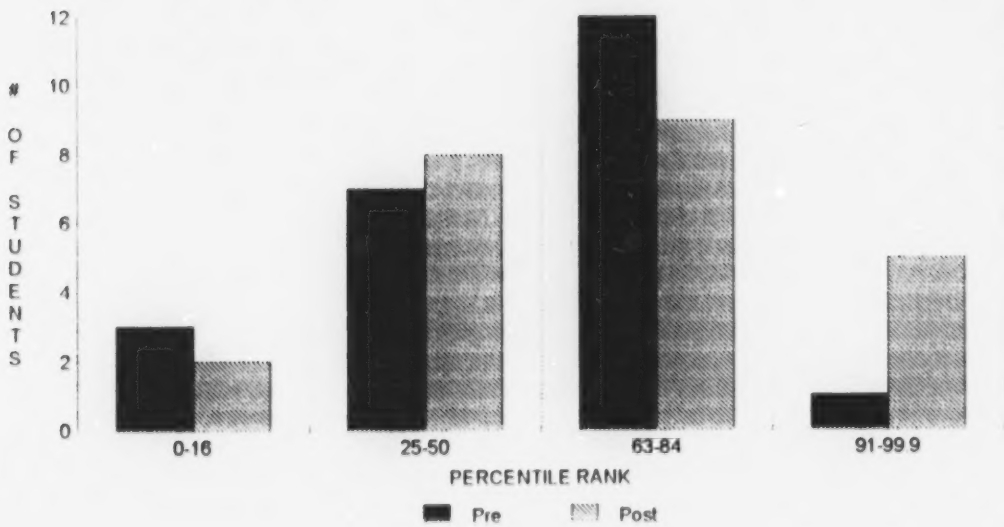

Figure 17

Percent Ranks for the Perception of Others Scale
Pre and Post Measurement
Fifth Grade

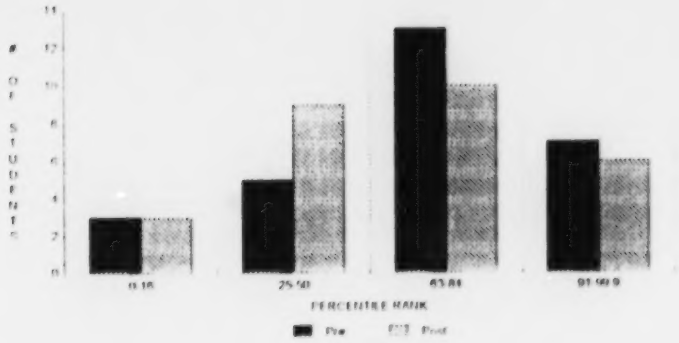

Figure 18

Percent Ranks for the Perception of Others Scale
Pre and Post Measurement
Sixth Grade

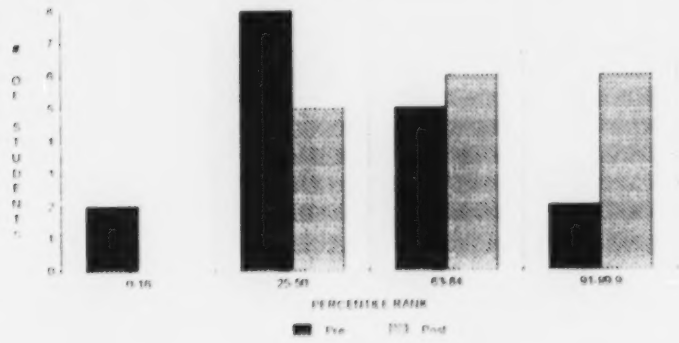

Figure 19

Percent Ranks for the Perception of Others Scale
Pre and Post Measurement
Seventh Grade

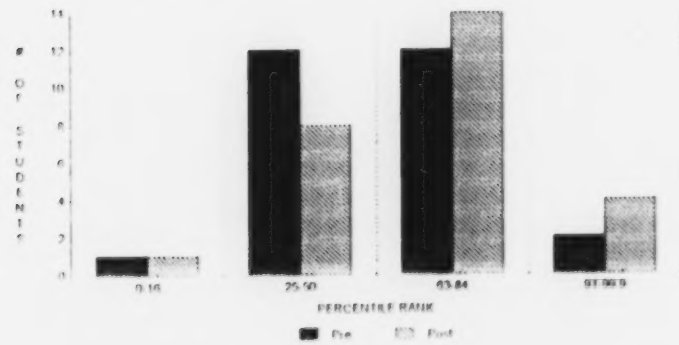

Figure 20

Percent Ranks for the Perception of Others Scale
Pre and Post Measurement
Eighth Grade

The greatest positive increase for the AI subscale was made by the seventh grade students (Figure 23). Slight gains were made by the fifth and sixth grade students, but neither group increased to above the 50th percentile. Figure 21 shows the fifth grade students increased to 42 percent above the 50th percentile, and Figure 22 shows the sixth grade students increased to 39 percent above the 50th percentile. The eighth grade students results indicate no changes. The results from this subscale indicate a large number of students still exhibit the greatest difficulty with handling anxiety, withdrawal, or introvertive behaviors.

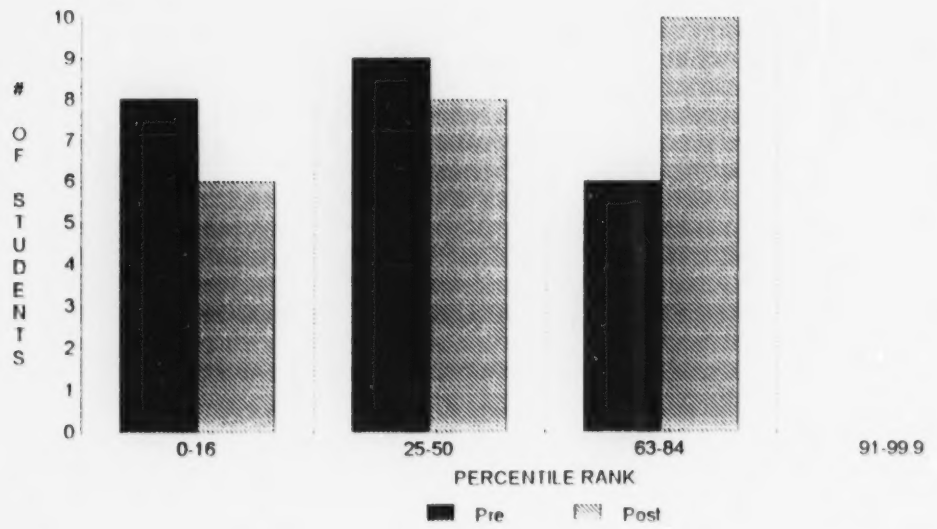

Figure 21

Percent Ranks for the Acting In Scale
Pre and Post Measurement
Fifth Grade

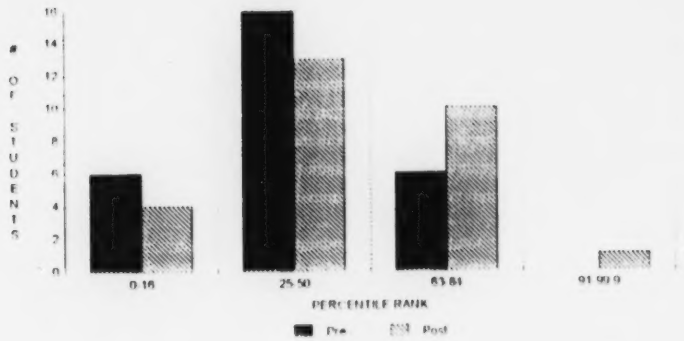

Figure 22

Percent Ranks for the Acting In Scale
Pre and Post Measurement
Sixth Grade

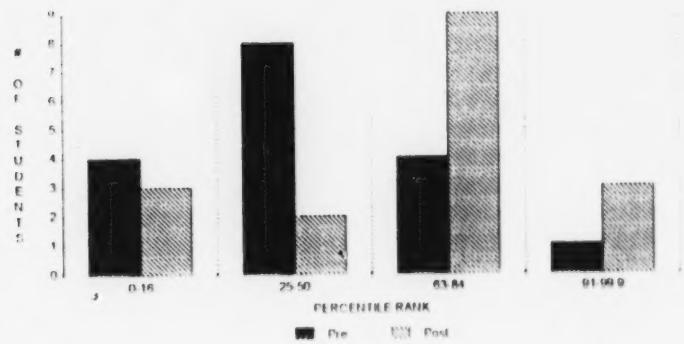

Figure 23

Percent Ranks for the Acting In Scale
Pre and Post Measurement
Seventh Grade

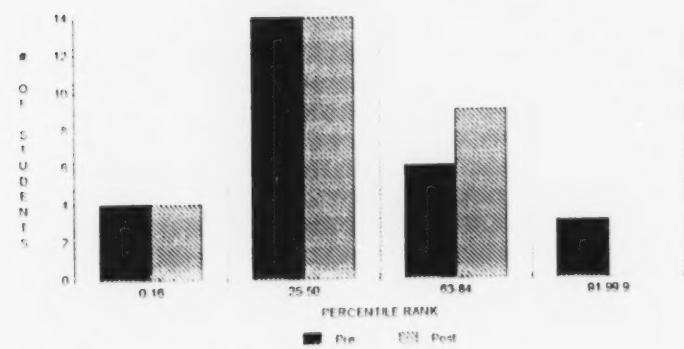

Figure 24

Percent Ranks for the Acting In Scale
Pre and Post Measurement
Eighth Grade

Figures 25, 26, 27, and 28 indicate more than half the students in the fifth grade (63 percent), sixth grade (54 percent), seventh grade (65 percent), and eighth grade (56 percent) were above the 50th percentile rank. All the classes, with the exception of the sixth grade students, showed an increase for the AO subscale. These results indicate that the majority of the students in the fifth, sixth, seventh, and eighth grade students may exhibit more controlled behavior toward others, the environment, oneself, and behaviors less self-destructive, aggressive, hostile, rule-breaking, manipulative, or oppositional.

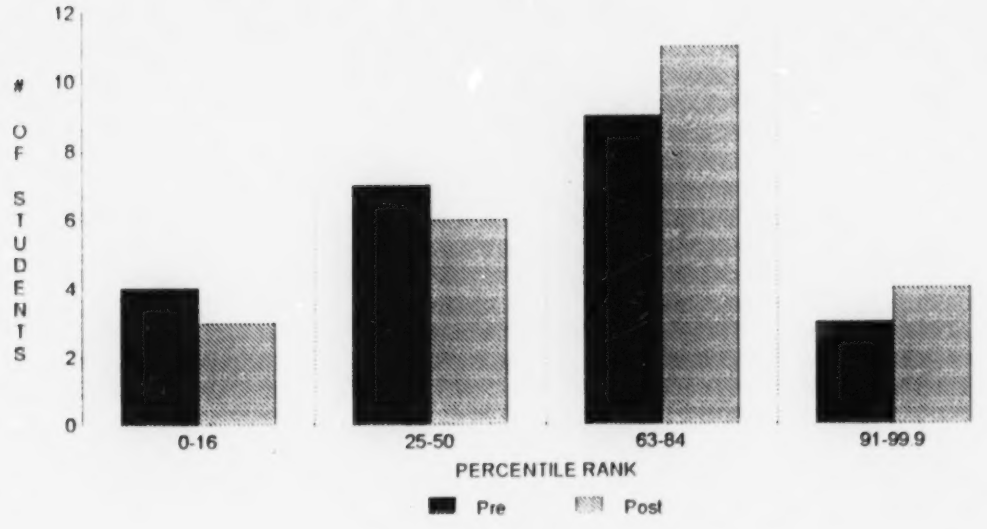

Figure 25

Percent Ranks for Acting Out Scale
Pre and Post Measurement
Fifth Grade

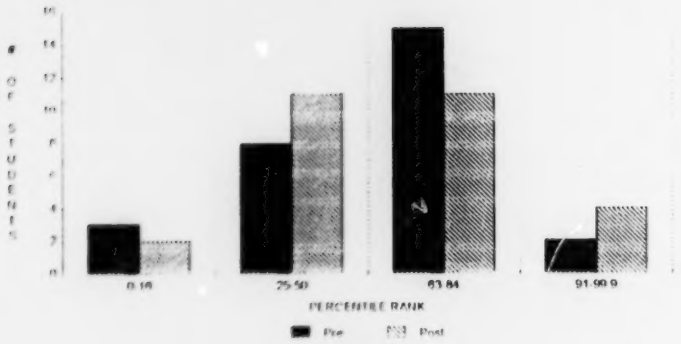

Figure 26

Percent Ranks for Acting Out Scale
Pre and Post Measurement
Sixth Grade

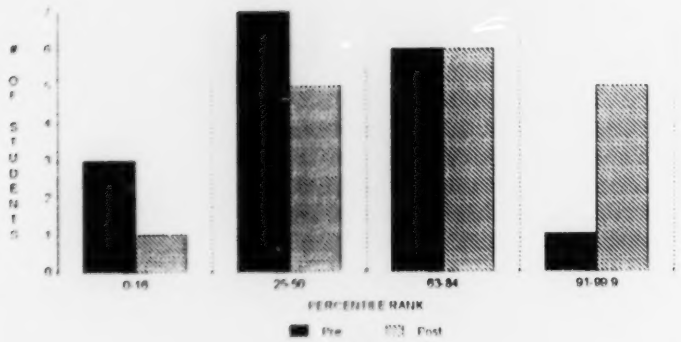

Figure 27

Percent Ranks for Acting Out Scale
Pre and Post Measurement
Seventh Grade

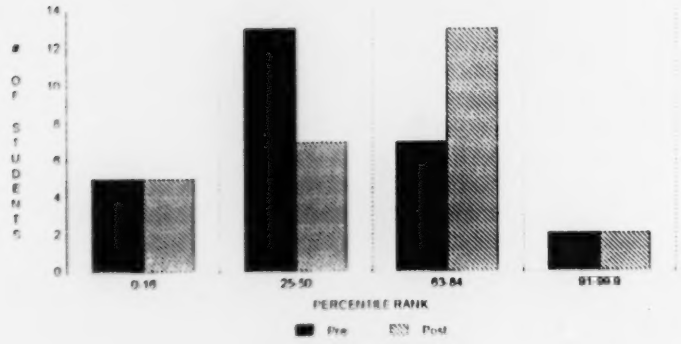

Figure 28

Percent Ranks for Acting Out Scale
Pre and Post Measurement
Eighth Grade

The results for the ILC subscale indicate that the fifth and sixth grade students had a slight decrease in the amount of students above the 50th percentile. The fifth grade students had a 50 percent above compared to their pre measurement score of 52 percent, and the sixth garde students had 57 percent above the 50th percentile compared to their pre measurement score of 68 percent. Both groups still had 50 percent or more of the students above the 50th percentile (see figures 29 and 30). Figures 31 and 32 indicate the seventh and eighth grade students had the greatest increase on the ILC subscale. The seventh grade students had 12 out of 17 students, or 71 percent, as compared to their pre measurement score of 7 outof 10 students, or 41 percent place above the 50th percentile. The eighth grade students had 14 out of 27, or 52 percent, compared to their pre measurement score of 9 out of 18, or 33 percent place above the 50th percentile. These results may signify the students learning to accept responsibility for their own actions, and the consequences, especially in the seventh and eighth grade students.

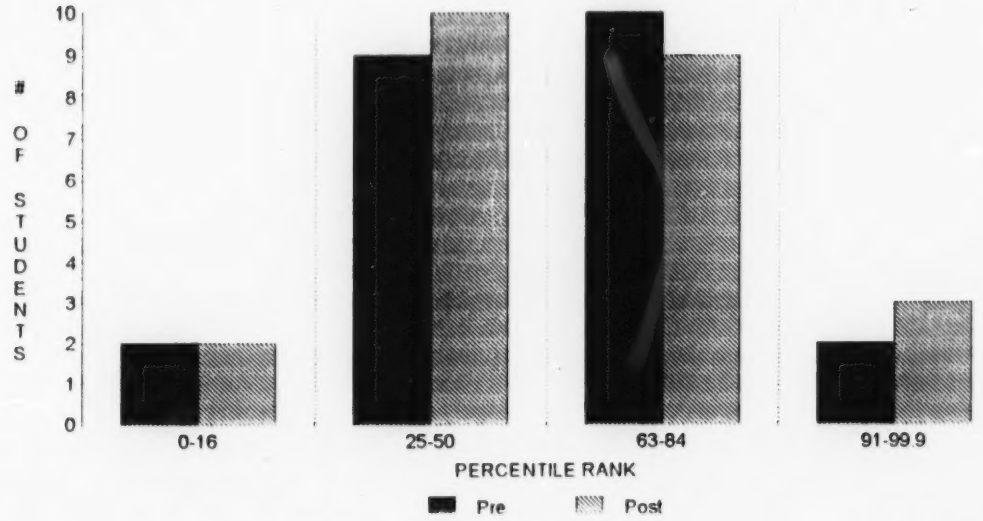

Figure 29

Percent Ranks for the Internal Locus of Control
Pre and Post Measurement
Fifth Grade

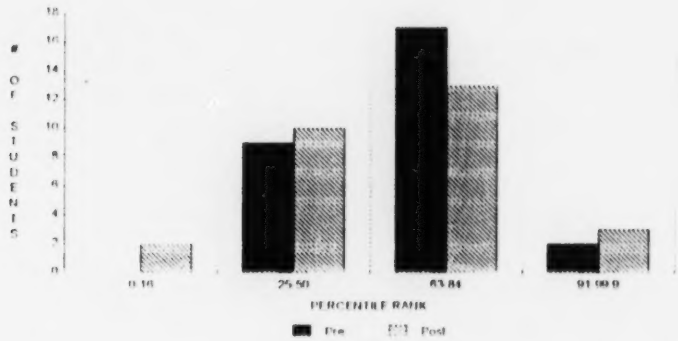

Figure 30

Percent Ranks for the Internal Locus of Control
Pre and Post Measurement
Sixth Grade

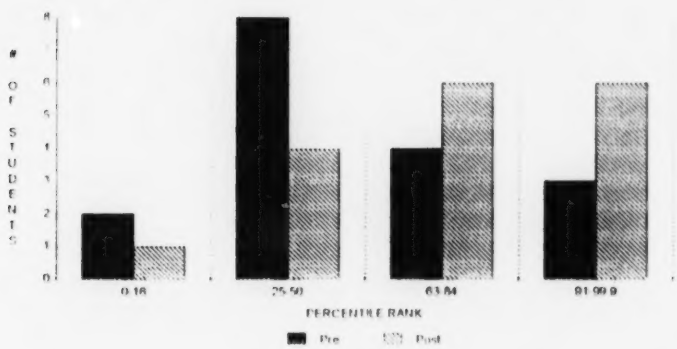

Figure 31

Percent Ranks for the Internal Locus of Control
Pre and Post Measurement
Seventh Grade

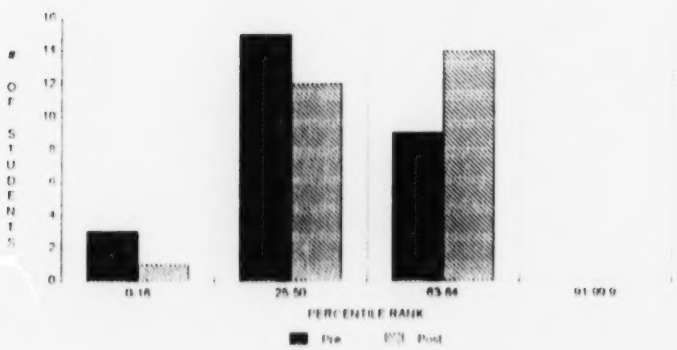

Figure 32

Percent Ranks for the Internal Locus of Control
Pre and Post Measurement
Eighth Grade

Figures 33, 34, 35, and 36 display results of the pre and post measurement percentile ranks for the ELC subscale. As indicated in Figure 34, the sixth grade students had a decrease in the number of students above the 50th percentile. These students may seem to have more difficulty accepting responsibility for their actions and believe that the situation, luck, or the environment is responsible. Figures 33, 35, and 36 indicate an increase in the number of students responding favorably to the ELC subscale. The fifth grade students had 54 percent above the 50th percentile, the seventh grade students exhibit the greatest increase with 82 percent above the 50th percentile, and the eighth grade students had 67 percent above the 50th percentile. These students seem more likely to exhibit self-controlling behavior.

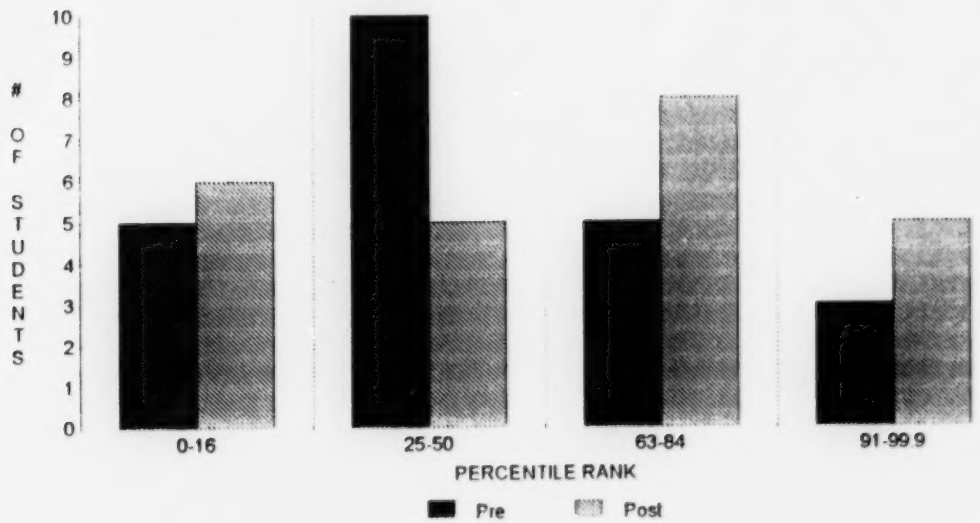

Figure 33

Percent Ranks for the External Locus of Control
Pre and Post Measurement
Fifth Grade

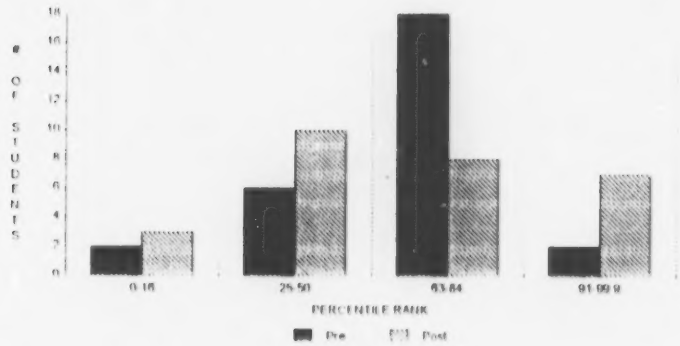

Figure 34

Percent Ranks for the External Locus of Control
Pre and Post Measurement
Sixth Grade

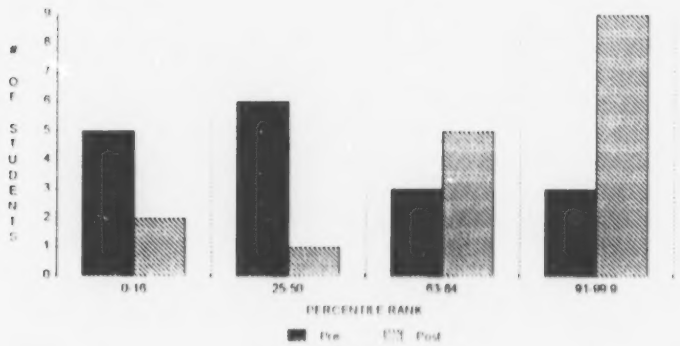

Figure 35

Percent Ranks for the External Locus of Control
Pre and Post Measurement
Seventh Grade

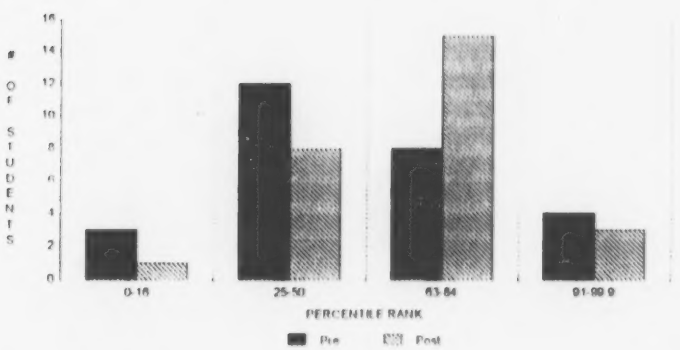

Figure 36

Percent Ranks for the External Locus of Control
Pre and Post Measurement
Eighth Grade

The overall analysis of the IPC measurement shows the seventh and eighth grade students scores increased on all the subscales measured (with the exception of the eighth grade student scores on the AI subscale) indicating the intervention program had positive effects on student behaviors. These students may be better equipped to contend with daily pressures and use the skills taught in the program to make correct decisions.

The fifth and sixth grade students had less change as indicated by their scores. The intervention program may have to be changed to direct the instruction and activities to the differing maturity levels of these students.

Reflections and Conclusions

The intervention program was successful in decreasing the number of detentions and inappropriate behaviors, as well as increasing teacher awareness and and dialogue. This success was accomplished through the curriculum revision with lessons stressing responsibility, social skills, and positive values/morals, and school personnel communication.

A major component of the intervention program was the committment of the involved school personnel. Classroom teachers worked collaboratively with other staff members to achieve the common goals of the program. Questions and concerns were discussed openly at the weekly meetings enabling the staff to review lessons and goals. The staff members became more confident and consistent when handling students and their varying school situations.

One area of concern and in need of revision is the program design for the younger grade levels, specifically the fifth and sixth grade levels. Although the data indicates change for these students, a greater change would have been more desirable. Lessons in a revised intervention program would have to be designed to address the differing maturity levels and ability levels of the fifth and sixth grade students.

CHAPTER 6

DECISIONS ON THE FUTURE

Solution Strategy

The data indicates that the intervention program designed to aid students in social and decision making skills be continued. Data showed significant modification of the behaviors of students in grades five, six, seven and eight. Modification of this program in grades five and six is suggested since the behaviors of those students in those grades did not change to the same extent as those behaviors of students in grades seven and eight.

Remediation of the program in grades five and six should occur in the decision making curriculum. The role playing activities and decision making skills did not seem appropriate for the fifth and sixth grade maturity level. Fifth and sixth grade students seemed hesitant to express their feeling and discuss emotions that are involved in decision making skills. The fifth grade students were involved in role playing activities through D.A.R.E. but had difficulty in transferring the skills they learned to other parts of the curriculum.

The sixth grade students enjoyed the role playing activities but discussions were brief and only touched the surface of the problems. Students expressed values and morals that had been taught early and memorized. They displayed no ownership of the value or skill discussed. They seemed to merely be stating a previously learned response, one which they knew would be accepted by the teacher. Since the behavior of students in fifth and sixth grades did not change to the extent of the behaviors of students in seventh and eighth grade, one can concur that the role playing and decision making skills and activities did not mirror the real life experiences of those students.

The major focus of this intervention was to empower young people with skills and

information to adopt specific behaviors when faced with moral and value decision making. They were involved in a problem solving process and supported by trained teachers. This process is deemed effective in producing decision making skills to early adolescents.

Additional Applications

St. Laurence

One way in which a school can assure the learning of decision making skills is to make it a goal of the school by planning a series of structured experiences within the curriculum. Students need to experience decision making skills early in their school years. Data suggested that fifth and sixth graders needed more instruction in making sound moral judgments. A program that is begun early in a child's schooling perhaps will give them the tools needed to make decisions at a crucial age. St. Laurence has already begun a D.A.R.E. program for students in grades one and three. The D.A.R.E. officer presented a three week course to students in grades one and three which introduced them to "stranger danger" and what decisions to make when approached or at home alone.

While implementing this program it became increasingly clear that a whole school commitment to developing social skills was pertinent. The following list contains recommendations which need to be included for a whole school social skills program. While a variety of these elements were employed in the intervention, it is recommended that all elements be incorporated into the structured curriculum of a school.

1. A mentor or special teacher which allows for interaction in a safe environment.
2. A use of outside resources which give students information about social issues in their community
3. A total school commitment to developing of a positive self-image at an early age.

4. A variety of materials and workshops in which parents and school can work together to establish a common bond.

5. A use of media to examine values and life styles and an integration of media literacy skills into the curriculum.

6. Inservice training for teachers and staff to learn and to employ a social skills program.

During implementation of the intervention many of these elements were included and some recommendations were given. The sixth grade reluctancy to share feeling and personal experiences could be explained that the students did not feel safe in their environment. This could be attributed to the fact that the teachers initiating the activity were not their regular classroom teachers. The D.A.R.E. officer brought community issues to the fifth grade classroom and it was noted that students need more interaction between the community and the schools. While the intervention did not deal with the media, however it was strongly felt that the media played an important part in the development of values and morals expressed by our youth. It was recommended that a social skills program also include discussion and examination of the media.

McKinley School

Students at McKinley school would also benefit from a program which contained the elements outlined above. While implementing the program it was discovered that teaching of social and decision making skills was up to the individual teacher. Often any type of decision or social skill was taught haphazardly and by a teacher without any proper training. Students in primary grades received little or no training in problem solving and self-esteem building. Another problem encountered while implementing this program was the reluctancy of other teachers to become involved in teaching a social skills program. Therefore, the intervention should be continued to include more grades

and teachers.

Another addition to this program would be the inclusion of parents in a workshop or meeting to discuss common goals and values. During this implementation it was discovered that there was a wide discrepancy between the values taught in the home and the values taught in the school. There seems to be an immediate need for parents and schools to work together to formulate a common goal in educating children in their value and decision making skills. The elements for a successful social skills program as outlined previously in this chapter would greatly benefit McKinley School.

Dissemination of Data and Recommendations

The results of this intervention should be shared with other faculty members, parents, and school board members. Efforts would be undertaken to establish a social skills curriculum for the whole school. The school should establish as part of its curriculum a social skills program which would be incorporated into its daily schedule. In addition the school should have a structured decisions making guidance, advisory, or core program.

The data presented should be used to establish sequential programs. Media and their effect on decision making and problem solving skills should be addressed. Media literacy should be taught to students within the social skills curriculum. Teacher meetings should continueand a special committee should be established to search for and examine materials and workshops to educate teachers as to employ a social skills program. Students in the upper grades should continue development of their responsibility program with the primary grades. A unit could be developed in which older students would instruct younger students on responsibilities, problem solving, and decision making. Students need to be recognized by teachers and parents that they are making correct decisions and that they are establishing good sound values and judgments. A way of recognizing

these students either formally or informally should be implemented in the future of this program.

This intervention has confirmed for us the need for schools to take a more active role in the moral development of our youth. Originally it was thought that values and morals should be taught within the social structure of the family. However, it has become increasingly apparent that the family is lacking in providing children with the skills to develop good, strong morals and values. It is now up to the school to increase their curriculum to include such programs which foster moral growth. Schools cannot exclude parents or the community from this job of educating our youth on moral development. It is our recommendation that a social skills program be developed which emphasizes values and morals consistent with the school, family, and the community.

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APPENDICES

APPENDIX A

Teacher Questionnaire

1. Are playground problems reported to you more than once a week?

2. Are lunchroom problems reported to you more than once a week?

3. In your opinion what is the most prevalent playground problem?

4. In your opinion what is the most prevalent lunch problem?

5. Give examples of punishments for lunchroom and playground problems.

6. Who do you think is responsible for reprimanding inappropriate behavior in unstructured settings?

7. What would you like to see changed in our current discipline program?

8. What is one rule you would like to see added or taken away from our current discipline program?

9. Estimate how many of your students are considered behavior problems outside of your classroom?

10. What would you do if you were in charge of the lunchroom?

APPENDIX B

Parent Questionnaire

1. How often do you hear about school activities from your child?
   daily weekly other

2. When your child talks about school is it mainly academic, social, or both?

3. What types of activities at school does your child enjoy?

4. Does your child complain about certain classes or activities?

5. Does your child enjoy lunch time at school?

6. Does your child complain about other students?

7. What is your greatest concern about lunch time at school?

8. Does your child eat his/her own lunch? (if no, explain, i.e. trades lunch, not enough time, etc.)

9. If there was one thing you could change about lunch time, what would it be?

10. Does your child enjoy school ?

APPENDIX C

Detentions

STUDENT DETENTION

Your child _____ will be serving a detention on _____ from 2:15 p.m. until 3:00 p.m. for the following reason _____

Date

_____

_____

_____

Please discuss this matter with your child. Please sign below and return this form on the next school day.

_____ Teacher's Signature

_____ Parent Signature

Alternate Date_____

_____ Student Signature

Please circle the date your child will be serving.

APPENDIX D

Observation Tally Sheet

1. Throwing Food _____

2. Taking other's property _____

3. Shouting and yelling _____

4. Use of foul language _____

5. Grabbing, Pushing, or shoving others _____

6. Talking back to adults _____

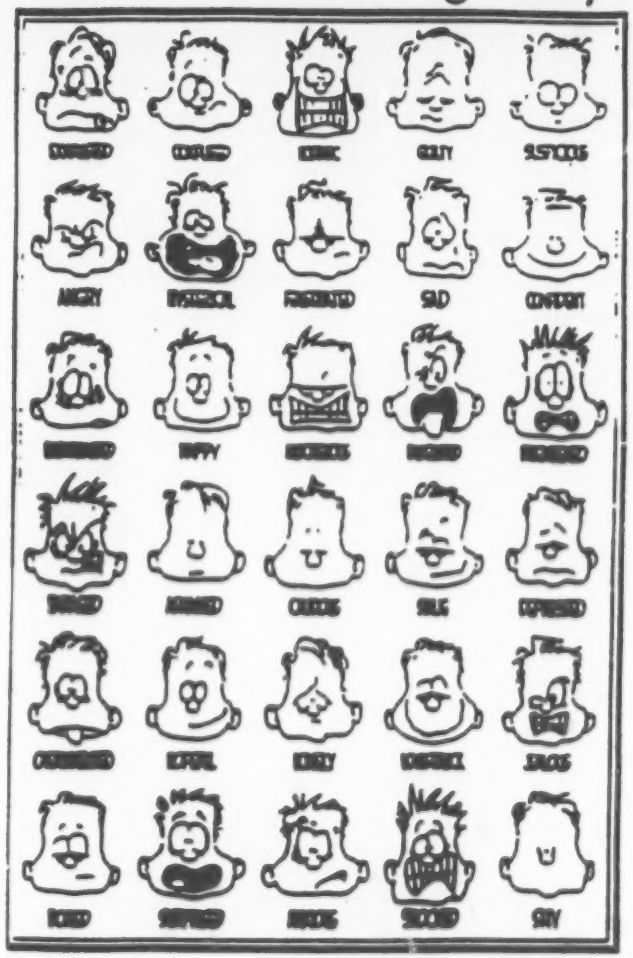
7. Not following directions _____

8. Leaving an area without permission (seat, playgound area, classroom) _____

9. Fighting _____

10. Spitting _____

How Are You Feeling Today?



APPENDIX F

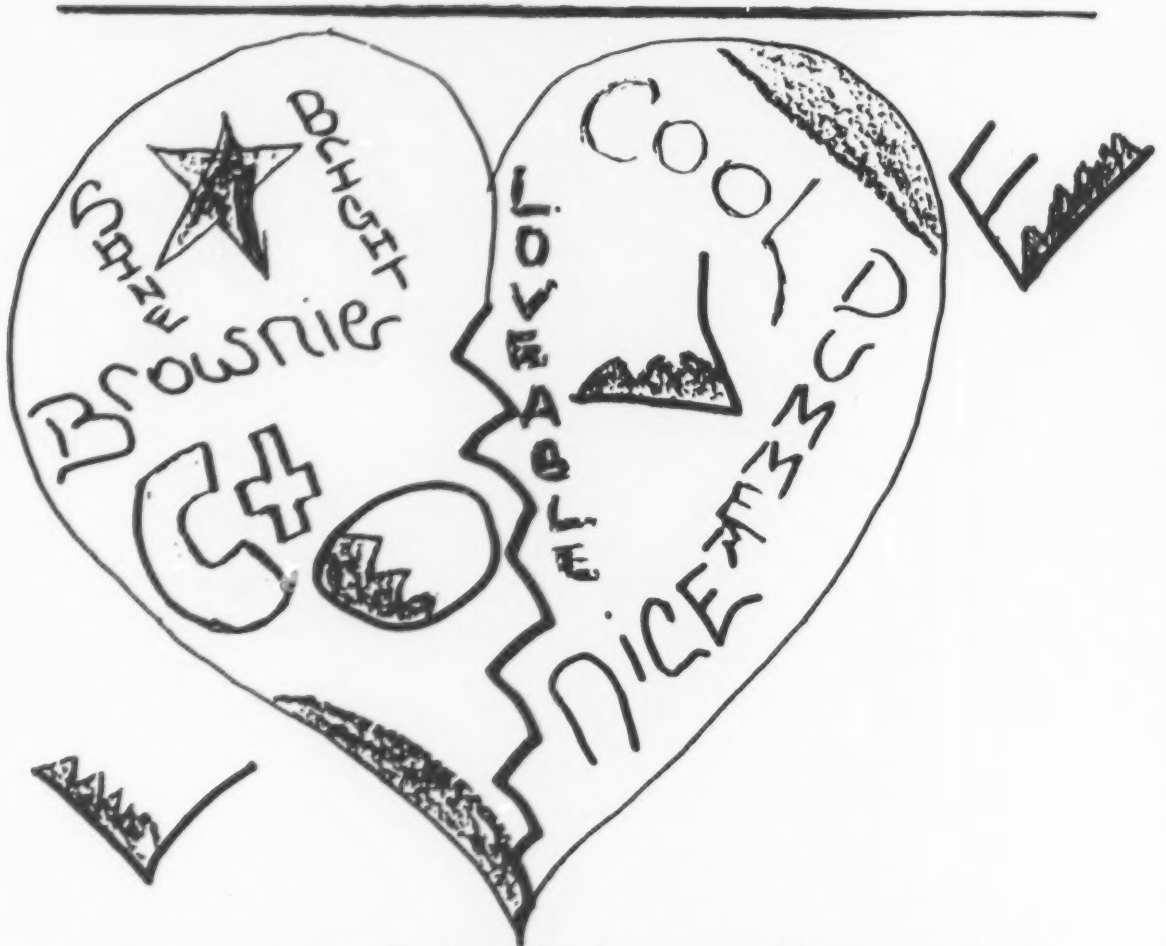
Parent Value List

I value

(1) My faith in God + the freedom I have that I can worship him in church - my Christian upbringing
(2) My children
(3) My family and friends
(4) My good health
(5) My sense of humor
(6) The wisdom I have gained thru my education and life experiences
(7) Living in the United States and the freedom that come with it
(8) My individual personality

APPENDIX G

"I" Statement

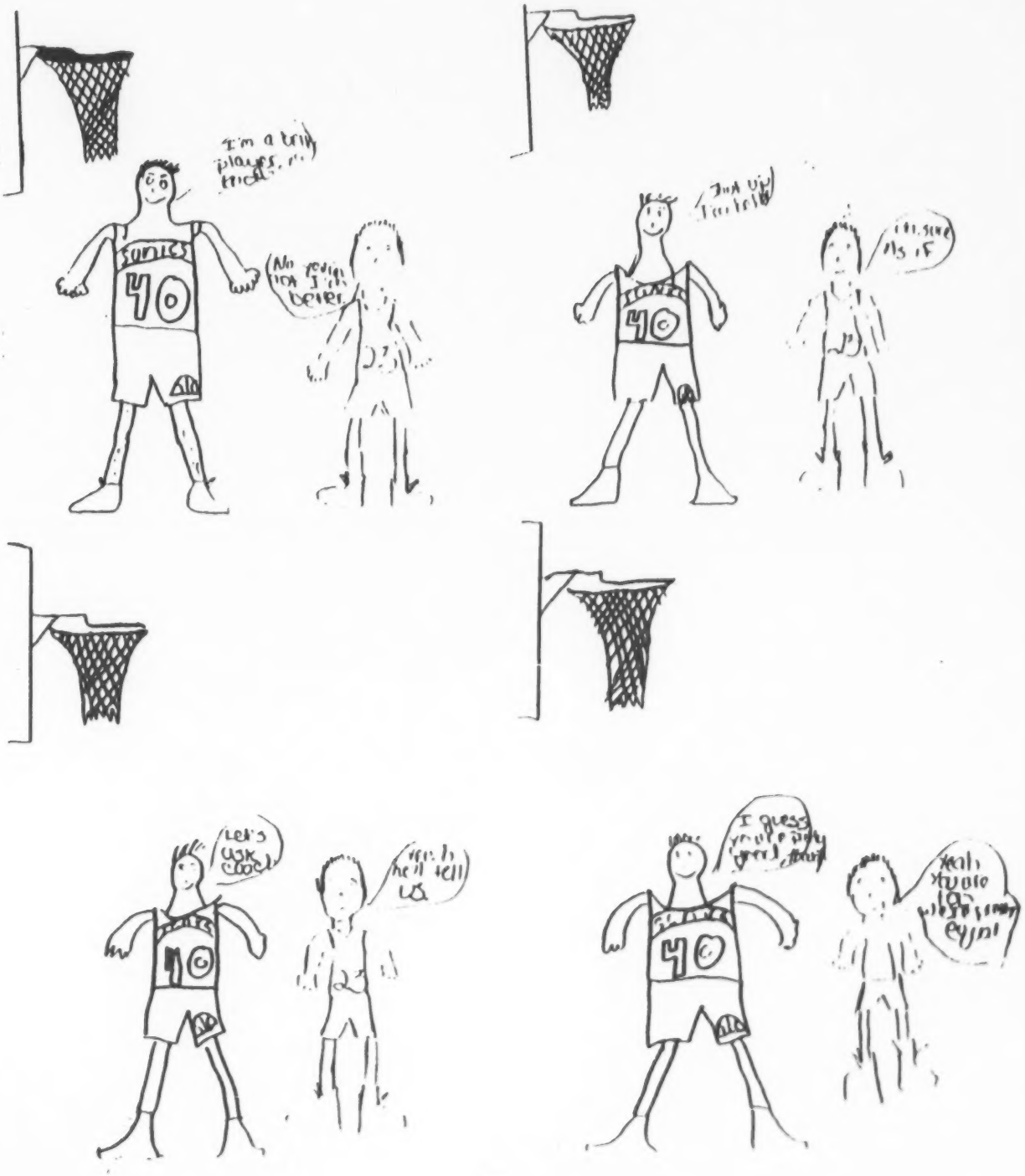


I'm nice, Cheerfull, comfectable

People think I'm nice, Silly, Funny, Wierd

APPENDIX H

Dilemma Cartoons



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Goals

Short term	long term
1. passing 8th grade	1 getting married without divorcing
2. Getting on the honor role for 4 years	2 find a good college
3. Earn enough money for a car	3 actually getting a car
4. good education in highschool.	4. graduating from college and highschool.
5 Being able to play in sports again.	5. getting a good career
6. play good hockey in gym	6 get a good house
7 work on an attitude adjustment so it won't be so insecure	7 become an actress
	8 long vacations in far-away places.

The goals I have down are all important. I have other goals but I know I can do them if I try. These goals would give me a challenge or challenges to accomplish it would really make me work and to use my brain. These goals would make me so happy if I accomplished them. These goals are what I care about most.

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APPENDIX J

Future Visions

VALUES

A value, as it is in the dictionary, is defined as the measure of how strongly something is desired for its physical or moral beauty or usefullness. Now, obviously every time I am asked for my definition of a value (considering I am not a walking dictionary) I would say that I think of a value as something that people consider importanu and think that it should be something that needs to be accomplished; a goal.

I believe that if everyone had some values that the world would be a better place. It doesn't matter what kind of value it is, but if everyone in the world had them the world would be more peaceful and much happier than it is now.

Values can be like goals but not in the sense of winning. Instead they are the sort of goals that can be accomplished by for instance not doing something. Let's take the value of sexuality for instance. If you tell yourself that you are going to discard yourself from having sex before marriage that would state that you should not do something, in this case, having sex.

Some people do not understand the purpose of a value. I personally think that the real purpose of a value is to keep things in a good prospective. Life actually kind of depends on values in that sense, we need to hold order and keep things pleasurable, but still have a purpose to them.

In closing, I feel if people would follow a set of good, solid values, goals and rules they would lead better and easier lives.

What I Want To See

I want to see the grass so green
and the great sky blue and clean
I want to see the flowers bloom
and the whole place quite serene
I want to see the oceans deep
and the mountains tall and bold
I want the sunlight to be warm on my face
and the waters clear and cold
I want to see the dolphins swim
and the eagles soaring free
I want to see the wild horses run
and the monkeys swing in their trees
I want to see the children
as they happily hide and g
I want to see the climbers rejo
when they reach the majestic p
I want to see the piggies pr
as they wallow
I want to see the people all behave
and I don't want any one to hurt
I want to see you cry in delight
but you'll never feel awful enough to weep
I want to see people alone sometimes
but not have any big secrets to keep
So, if this does not seem to be
the nicest place you know
you'll always have the freedom
to choose when and where to go

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APPENDIX L

Young Student Programs

Title: Youth Responsibility Video

Grade Level: 2 - 5

Description: - Our video contains responsibilities and tips you should know for around the house and outside. It also includes many situations that kids this age can face.

- It shows what may or may not happen when certain things occur.

- It would be the easiest to get through to the children and they would understand it better.

APPENDIX M

Young Student Programs

TITLE: SAFETY IN YOUR LIFE

GRADE LEVEL DESINGED FOR: 3

We used an activity booklet to show children that safety and responsibility play a big part in their lives. The children will each be given their own activity booklet and will join together in groups. They will be assigned a skit that is already printed up in the booklet, and on the lines provided write some thoughts about the proper responces in that given situation. We will then explain what the proper responce would have been as the groups come up and perform their skits. There is also an activity sheet containing a word search, a secret code, and an unscramble the word puzzle. We deciced on this project because we felt that children needed to know how to keep themselves safe and how to be responsible.

APPENDIX N

Young Student Programs

Title: Responsibility and Action

Grade Level: 3--5

Description of Program- We used a video tape with 6 plays with a wrong or right for each play. Our video tape includes choosing right or wrong, telling the truth, doing your chores, being kind to others, and saying no to strangers.

How it will teach the kids a lesson: It will teach the kids a lesson by letting them choose which skit for each play is right and wrong. Then maybe they will do right in their personal experiences.

How we decided to do the video: We took a vote between a song, coloring book, and the video. We all chose the video because we thought the kids would enjoy that more.

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